SUNDAY SCHOOL OFFICERS

MANUAL

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Sunday School Officers Manual

THE TRAINING OF OFFICERS AND COMMITTEES

A PRACTICAL COURSE FOR SUNDAY SCHOOL LEADERS

BY

FRANK L. BROWN

Joint General Secretary of the World's Sunday School Association and Superintendent Bushwick Avenue-Central Sunday School Brooklyn, New York

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TO

MR. HENRY J. HEINZ

Chairman, Executive Committee
World's Sunday School Association,

WHOSE INTEREST IN STATE, NATIONAL AND WORLD-WIDE SUNDAY SCHOOL LEADERSHIP TRAINING HAS BEEN SO CONSTANT AND FRUITFUL, AND WHOSE WHOLE-HEARTED DEVOTION TO THE EXTENSION OF THE KINGDOM, THROUGH THE SUNDAY SCHOOL, HAS BEEN THE INSPIRATION OF THOUSANDS OF LEADERS, THIS BOOK IS AFFECTIONATELY DEDICATED.

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CHAPTER I

OFFICER AND COMMITTEE TRAINING

For many years we have been stressing the training of teachers. The time has now come when the trained teacher is asking for a trained officer. A trained teacher cannot do his work properly unless directed by a trained officer.

There are probably two million officers in the Sunday schools of America. Very few of these have had any training for their task. When they pass out of office there are no candidates trained for their work, ready to take their places.

The future official leadership for the Sunday school and church must be found in the young people of the later teens. These are not now held to the Sunday school because no worthy elective task is put before them. This plan of specialization training is the only sane method of producing a future leadership.

The course suggested in these chapters is for officers now serving and especially for young people who through the training class in the Sunday school, the city institute, or through correspondence courses shall prepare for future official service.

By trained officers we do not mean simply the superintendent and secretary, but the whole line of specialized service made necessary by the program for

the modern Sunday school, intensive and extensive, and including general and departmental organization, and the whole range of activities and service required by a ministration to the whole life and the whole community, as well as the world outreach of the Sunday school.

The list of these lines of specialization as given in the table of contents covers thirty distinct avenues of service. Not all of these officers, and committee workers who are really officers, will be required in every school; but the things aimed at are all essential to the life of a well-rounded school, and a smaller number of officers can carry out effectively many of the activities included in these chapters.

I. Elective Work

Before young people of the later teens should be placed the opportunity of selecting the special line of service for which they shall receive equipment. Frequently this will be the work of the teacher. Many, however, who would not choose teaching work may be qualified for executive service. And there are teachers who should specialize in some executive line to broaden their effectiveness and ability for service on important school committees.

The superintendent, knowing the school needs, may suggest to young people the particular work for which he would like them to prepare. Many young people will desire to specialize on several lines which may be related or unrelated. The secretary, for instance, may desire to take the visitation and publicity work; the

social committee worker may include also athletic work; the missionary worker may include social service; the temperance worker may add purity work; the one training for the Home Department may add the work of parents' work.

College young people should take one or more of these specialization lines in preparation for service to the school and church upon their return from college.

Chairmen and members of committees of organized classes should take such committee courses as social, athletic, visitation, adult, missionary, evangelism, for these relate intimately to similar class committee work.

II. The Training Class

(a) Membership. Present officers and committees of school or classes, or young people from sixteen to twenty-five who may be members of various classes and who may retain their class membership while in training for special service. Occasionally it may be possible to turn a regular class into a training class where the young people so desire, using the class teacher as the instructor for the training course.

(b) Leader. This may be the pastor, superintendent, or some other officer, or any intelligent teacher.

(c) Combination Teacher and Officer Training. There is no reason why the training class may not include both teacher and officer training. Those training for either service must include school organization as one of the requirements. Where agreeable the class can take up together the Bible section, child-

study, pedagogy, as required by the standard of the International Sunday School Association and denominations for recognition.

While this full course is very desirable for those training as officers and committee workers, if it is desired that the Bible, child study, and pedagogy sections be omitted, the class can include in its class work simply one of the books on Sunday school organization named below, and then each can specialize on the elective work under direction of the teacher.

(d) Time of Class Study. Either a week night or during the lesson period in the school session.

(e) Furnishing of Books. Since the school life will be greatly enriched by the service of those under training, the school could well afford to purchase the required and specialization books needed for the training class. Of course it will be satisfactory if the young people desire to purchase their own books.

III. Plan of Course

(a) Required Books. For all those in officer training one of the following books on Sunday school organizations must be taken before going on to the specialization work.

How to Conduct the Sunday School. Lawrance. $1.25.
The Sunday School Organized for Service. Lawrance. Boards, 50 cents net, postage, 5 cents; cloth, 75 cents net, postage, 5 cents.
The Sunday School at Work. Faris. $1.25.[1]

[1]Prices for guidance. Subject to possible change.

The Church School. Athearn. $1.00; postage, 7 cents.
Organizing and Building Up the Sunday School. Hurlbut. 65 cents; postage, 7 cents.
The Village and Country Sunday School. Fox. 25 cents; postage, 2 cents.
The Efficient Sunday School. Cope. $1.00.
The Sunday School Superintendent and His Work. Brown. 55 cents.
The Graded Sunday School. Meyer. 75 cents; postage, 8 cents.
The Sunday School of To-Day. Smith. $1.25.
Modern Sunday School in Principle and Practice. Cope. $1.00.
Modern Methods in Sunday School Work. Mead. 50 cents; postage, 10 cents.

(b) Specialization Book. The specialization book is suggested under each chapter. This book may be one of several suggested on the same theme. At least one should be mastered and more if possible.

(c) Collateral Material. Collateral reading and material is also suggested to broaden and deepen the vision and grasp of the subject. This reading is not required for recognition, but is very desirable.

(d) Method Material. This is a statement of the work involved in the office trained for and often covers material not included in the specialization book.

(e) Plan of Study. In this course emphasis is not laid upon the full standard course for teachers as a basis of diploma recognition and which covers Bible study, child study, and pedagogy. Requirements as to the full course can be obtained from the State Sunday School Association or the denominational Sunday School Board. As suggested, it is desirable for those training to be officers to have this broader

basis. Experience has shown that it is frequently difficult to get young men especially to take the full course on child study and pedagogy, and such young people, if they have executive capacity, may be discouraged if the whole course is required. They should, however, have in the class a few lessons on child study to know the material with which they must work, and should, of course, have a full course on the Sunday school as the institution in which they are to do their work.

(f) Practice Work. This should be accomplished in accordance with the suggestions, under the direction of the class teacher or the pastor, or the superintendent in some cases.

(g) Thesis. This paper will show that the scholar has grasped the subject and can apply it to the local Sunday school situation.

IV. Examination and Recognition

The International Sunday School Association, through the State Sunday School Associations, grants a diploma to all who take the full course of one hundred and twenty lessons on the Bible, child study, pedagogy, Sunday school organization, and the specialization material. This is based upon the usual written examination. This International diploma will state the particular office trained for.

If, however, the scholar or officer prefers to confine the preparation to the required book on Sunday school organization and the specialization material, the Inter-

national grade certificate will be issued after examination upon the section of Sunday school organization. and a certificate for the specialization examination.

These diplomas or certificates should be given out to the scholar by the pastor or superintendent at a public service or by the local Sunday School Association at a recognition service, and these young people should be put at work in the service prepared for as soon as possible.

CHAPTER II

THE PASTOR

I. Books for Study and Reading

1. *Required Book on Sunday School Organization.* One of the books named in Chapter I, page 10.

2. *Specialization Books.* One of the following:

Pastoral Leadership of Sunday School Forces. Schauffler. 50 cents.
The Sunday School and the Pastor. Faris. 25 cents.
The Pastor and the Sunday School. Hatcher. 50 cents.

3. *Additional material.*

The Pastor and Teacher Training. McKinney. 50 cents.
Fishin' fer Men. Clark. $1.00.

THE first officer of the Sunday school requiring training is the pastor. I say officer, for the pastor should be recognized as the head of the Sunday school, even though he is not superintendent. Unfortunately, the Sunday school was not started as a church institution. Its value, however, was soon recognized by such church statesmen as John Wesley, and it was adopted by the church. But as an adopted child its rights and position in the family were questioned for many years. The great strides made in America by the Sunday school under lay leadership, promoted by the International Sunday School Association and the denominational Sunday School Boards, has brought the church

at large to a consciousness of the enormous value of the Sunday school asset.

And now a new day is here in the development of pastoral Sunday school leadership. Sixty per cent of the theological seminaries now provide definite instruction in Sunday school organization and pedagogy. Such universities as Boston, Chicago, Columbia (New York), and Drake (Des Moines, Iowa) are offering special Sunday school training courses, reenforced by valuable exhibits.

The pastor who may not have had the advantage of this specialized instruction in his pastoral preparation, can equip himself for choice Sunday school service by taking a Sunday school course at the nearest summer training school, or through a correspondence course of some seminary, university, or denominational Sunday School Board. The books and suggestions in this chapter will furnish some training for his Sunday school service and efficiency.

II. Method Material

1. General

(a) Plan with the official board for the proper equipment of the Sunday school to do its appointed work.

This will mean material for proper teaching work on Sunday, and an equipment of the building for its week day use in the interest of the physical and social needs of the community and its young people, as well as the spiritual needs.

Many official boards, whose members were brought

up in the Sunday school of the past, will have to be patiently dealt with, until they shall see the needs of the modern Sunday school and of the young people of to-day.

(b) The pastor will arrange that information about the Sunday school, its purpose and plans, reaches the community and his own congregation. This can be done by emphasizing the Sunday school in the weekly write-up for the press, in the Church Calendar, and by pulpit announcement.

(c) He should preach at least once a year on religious education in the home and Sunday school, and on the proper relationship between the two.

(d) He should see that each member of the church is assigned to some department of the Sunday school, as the Bible-teaching service of the church. The Methodist General Conference, at the Minneapolis gathering, made this a requirement of all pastors.

(e) A committee of the official board should be appointed to safeguard the young people of the Sunday school from community perils. This committee should see that proper recreation is provided for these young people, in cooperation with the school Committee on Social and Physical Recreation.

(f) The pastor should plan for the annual installation or dedication of all officers and teachers of the Sunday school. Rally Day morning is a good time for this. After an appropriate sermon the officers and teachers should be called to the front and be formally consecrated to their important work as subpastors.

(g) He will see that the church service is closed

promptly, when the Sunday school session follows, so as not to take one minute of the precious time of the after session. Where possible he will arrange a combination church and Sunday school session, with no dismissal between the two. (For such combination service write the Board of Sunday Schools of the Methodist Episcopal Church, 58 E. Washington Street, Chicago.)

(h) In the church service he will plan for the children as well as the adults, through a simplification of his sermons or through a ten-minute children's sermon. Suggestive material for such talks is found in Little Ten-Minutes (Bayley, $1.00), The Junior Congregation (Farrar, $1.20), Talks to the King's Children (Stall, Funk & Wagnalls, $1.00), Five-Minute Object Sermons (Stall, $1.00), Five-Minute Object Sermons to Children (Hatcher), Boys' Brigade and Other Talks, Beware of Imitations (by J. Williams Butcher, Charles H. Kelly, 2 Castle Street, City Road, London), Children's Story Sermons (Hugh T. Kerr, D.D., $1.00), What I Tell My Junior Congregation (R. P. D. Bennett, Presbyterian Board of Publication, 75 cents), Five-Minute Sermons to Children (Armstrong, 58 cents, postpaid), Find Us God's Secrets (McKay).

2. In the Sunday School

(a) He will be present from the opening to the close of each Sunday school service, to greet scholars, speak a word of good cheer to superintendent and teachers, to pray or review or assist in the service as needed.

(b) He may need to teach a class of adults, or serve

as the teacher of a training class. In the latter way he will be preparing those who will multiply his own efficiency.

(c) During the Sunday school session he should note young people who have capacity as workers, and in conference with the superintendent plan for their training.

(d) Once a month, on the Sunday before membership admission, the pastor should speak to the school about the privilege of church membership. Into this appeal he will need to put his best thinking.

(e) For the special decision services, careful plans should be made. Plans for these services may be found in The Superintendent and His Work (Jennings and Graham) under "Decision Day," or in Chapter XX in this book.

3. During the Week

(a) The pastor should confer as often as possible with the superintendent, as to school plans and progress. He will seek to develop the superintendent by putting in his hands the books named in this course and inducing him to make thorough preparation for his task.

(b) In his parish calls he should take Sunday school enrollment cards and see that every member of the household is enrolled in some department of the Sunday school and reported to the superintendent.

(c) He will push the visitation opportunities of the Cradle Roll. Parents are very appreciative of attention to the babies. One Ohio pastor won three hun-

dred parents of Cradle Roll babies to church membership within one year by such attention.

(d) When he meets his Sunday school scholars he will greet them by their first names.

(e) He will plan to invite to his home, one by one, the young people who are in their teens, and press home the claims of Christ to their life and love and service. One pastor who made this his plan lost practically none of his young people during these strategic years.

(f) He will conduct the weekly Sunday school lesson for his officers and teachers, combining with it, if possible, some plans for their normal training in order to improve the teaching strength. Plans for such meetings will be found in the Superintendent and His Work (Chapter XI).

(g) With the superintendent he will plan for a neighborhood visitation to reach for the Sunday school the last person in the community.

(h) He will promote a "Leadership Training Class" to train leaders for some of the lines of service mentioned in this book.

III. Practice Work

Let the Pastor conduct a class for the training of teachers and officers.

IV. Thesis

(a) He may prepare a model service for the installation of his Sunday school officers and teachers.

(b) A plan of week-day efficiency for his own school.

CHAPTER III

THE SUPERINTENDENT

I. Books for Study and Reading

1. *Required Book on Sunday School Organization.*

One of the books named in Chapter I, page 10.

2. *Specialization Books.* One of the following:

Sparks from a Superintendent's Anvil. Schauffler. $1.00, postpaid.

Thirty Years at a Superintendent's Desk. Pepper. 25 cents, postpaid.

Ways of Working. Schauffler. $1.00, postpaid.

How to Make the Sunday School Go. Brewer. 50 cents, postpaid.

Sunday School Success. Wells. $1.00, postpaid.

The Superintendent and His Work. Brown. 55 cents, postpaid.

The Successful Sunday School Superintendent. Wells. 75 cents, postpaid.

3. *Additional Material:*

How to Conduct the Sunday School. Lawrance. $1.25, postpaid.

The Sunday School at Work. Faris. $1.25, postpaid.

Modern Methods in Sunday School Work. Mead. 60 cents, postpaid.

Organizing and Building Up the Sunday School. Hurlbut. 65 cents, postpaid.

A Manual of Sunday School Methods. Foster. 75 cents, postpaid.

The Superintendent and His Associates. Howard, 10 cents.

Principles and Ideals for the Sunday School. Burton and Mathews. $1.00, net, postage 10 cents.
The Evolution of the Sunday School. Cope. 75 cents; postage, 8 cents.
Sunday School Movement in America. Brown. $1.00.
Yale Lectures on the Sunday School. Trumbull. $2.00, postpaid.
Worship in the Sunday School. Hartshorne. $1.25; postage, 10 cents.

4. *Additional Material for the Rural Superintendent:*

Teens and the Rural Sunday School. Alexander. 50 cents.
Series Rural Department Leaflets. New York State Sunday School Association.
Solving the Country Church Problem. Bricker. $1.25.
The Challenge of the Country. Fiske. 75 cents.
The Rural Church Movement. Earp. 75 cents.
Farm Boys and Girls. McKeever. $1.50.
The Rural Church and the Farmer. Dowd. 25 cents.
The Village and Country Sunday School. Fox. 25 cents.
The Day of the Country Church. Ashenhurst. $1.00.
The Church of the Open Country. Wilson. 60 cents.
The Country Church. Gill and Pinchot. $1.25.
The Country Life Movement. Bailey. $1.25.
Report of the Commission on Country Life. 75 cents.
The Rural Problem of the United States. Plunkett. $1.25.

THE superintendent, or the one in training for that office, should first obtain a vision of the place of the Sunday school, its relation to the church as the Bible-teaching service of the church, its responsibility to the whole life of the scholars, its part in the community life, and its obligation and opportunity as a unit in the plan of world-saving. He should know the school as an organization fashioned to meet these responsibilities. This knowledge of his work, extensively and

intensively, is needed to enable him to shape his plans. And this knowledge he will obtain through the study of the required book on Sunday school organization mentioned and through the suggested collateral reading.

Tact, good cheer, patience, a good voice, promptness, some organizing ability, love for Christ, the Book, and the scholar—these will go a long way toward the right equipment for this office. The superintendent stands next to the pastor as a community influence. He should multiply himself by using others.

An outline of his duties with some helpful plans follows.

II. Method Material

1. Organization

(a) Attempt only that measure of organization required by local needs and conditions.

(b) This organization should aim to meet the needs of the scholar and community and should cover effective Bible study during the Sunday session, and reach the week-day life of scholar and teacher. It should deal, therefore, with officers, teachers, pupils, curriculum, and session, committees, homes, and community.

2. Officers

(a) These will vary according to the size of the school, running from the requirement of the small school—say, superintendent, secretary and treasurer, organist and chorister—to the large school with assistant superintendents in charge of particular tasks, department superintendents, birthday and absentee

secretaries and committees having in charge the promotion of many lines of school activities.

(b) The superintendent should nominate these officers who are to be so closely associated with him, subject to confirmation by the proper board.

(c) He will see that the books named in these articles dealing in turn with these officers, are placed in their hands to train them to do efficient work and thus lighten his own burdens.

(d) He will make of these officers a cabinet for purpose of conference on school plans.

3. Teachers

(a) The best method of securing teachers is to make them out of your young people from sixteen to twenty years of age. At sixteen place in their hands a teacher-training book, instruct them week by week yourself, if a competent teacher cannot be found. When they complete the course honor the work by a public recognition of it in the church or Sunday school session.

(b) When a teacher is elected send him or her a welcome letter with suggestions for teaching service.

(c) Send a birthday letter as a superintendent to each officer and teacher and pray for officers and teachers daily, and especially on their birthdays.

(d) Bring the teachers together monthly for prayer and discussion of the school's spiritual needs.

(e) Hold a monthly business rally of the teachers to present plans of lesson preparation and teaching, and to discuss school plans. See plans for this in The Superintendent and His Work (Brown).

(f) Plan for a social gathering of the teachers through a monthly supper and an annual gathering.

(g) Send to teachers helpful leaflets and clippings from Sunday school papers bearing on their work, and keep a few good books in circulation to broaden their vision and to help them to do better class work. Such books as The Worker and His Work series of the Board of Sunday Schools of the Methodist Episcopal Church (58 East Washington Street, Chicago), or those named in Chapter 14, page 95, are valuable for this purpose.

4. Scholars

(a) The new scholar should be welcomed by a welcome letter and an introduction to the school or department, and may receive a school button or pin.

(b) He should be further atmosphered by catching the school spirit, a spirit promoted by a school motto, a school flower, school colors, a school cry, song, and handshake.

(c) On his birthday a letter and birthday card should be sent to him.

(d) His week-day needs—social, mental, and physical—should be planned for by the school officers or by the social, athletic, or social service committees of the school.

(e) Eager watch should be made for the time when God speaks to the scholar asking that Christ be acknowledged as Saviour and Lord, and in the early teens or before, this decision should be lovingly pressed home as a duty and privilege.

5. Curriculum and Session

(a) A curriculum means lesson material rightly adapted to the scholar's need. This implies grading where possible into the following classes or departments: Beginners' (three to five years old), Primary (six to eight), Junior (nine to twelve), Intermediate (thirteen to sixteen), Senior (seventeen to twenty), Adult (over twenty).

(b) At the close of each school year promotion exercises will be planned at which some of the year's work will be reviewed. This may occur on a Sunday or week day. Certificates should be presented and parents and friends invited.

(c) The session, wherever possible, should be departmental in order to fit the exercises to the ages of the scholars. This is often difficult where but one room is used for the school. Samples of opening and closing exercises may be obtained from Goodenough & Woglom Company, 122 Nassau Street, New York; Robert Harding Company, Richmond, Virginia; World Sunday School Supply Company, Detroit, Michigan; E. C. Knapp, Spokane, Washington.

(d) Bible drills form an important part of the superintendent's work. These drills can be found in The Superintendent and His Work, Chapter VIII.

(e) Plans for making the Sunday school music go can be found in the same book, Chapter IX.

6. Committees

The number and nature of these will depend upon

the size and needs of the school. These committees are good training points for young people in practical service. The superintendent should meet with these committees where possible and assist them to plan their work. In an active school the work these committees can do covers the broad field of the social and recreational life, social service, employment, missionary, temperance, visitation, purity, publicity, welcome, special days, etc., as outlined in the chapters of this book.

These lines of service could be grouped under a few committees if the number of school members is limited.

7. Home and Community

(a) Effort should be made to enlist every member of the home in some department of the Sunday school and to promote the Home Department and family prayer in the homes.

(b) A systematic community visitation should be carried out to reach "the last one."

(c) Parents' classes and a mothers' or parents' association with a monthly meeting, are practical ways of promoting a closer relationship with the home.

(d) The Sunday school should be consistently advertised to the community through a weekly article in the local press.

III. Practice Work

Plan the program and take charge of the school session for two or more Sundays.

IV. Thesis

Outline an effective plan for the organization of the local school as related to teachers, scholars, the home, community and world.

CHAPTER IV

THE ASSISTANT SUPERINTENDENT

I. Books for Study and Reading

1. *Required Book on Sunday School Organization.* One of the books named in Chapter I, page 10.

2. *Specialization Books.* One of the following:

Modern Methods in Sunday School Work. Mead. 50 cents; postage, 10 cents.

The Superintendent and His Work. Brown. 50 cents; postage, 5 cents.

How to Conduct the Sunday School. Lawrance. $1.25, postpaid.

Ways of Working. Schauffler. $1.00, postpaid.

3. *Additional Material.* See list of specialization books in Chapter III, page 20.

II. Method Material

The assistant superintendent should have a distinct place and recognized duties. Many assistants are mere figureheads or policemen to keep restless boys repressed. The real assistant will be hands and eyes and feet for the superintendent while the latter is upon the platform. He is the field officer keeping the ranks in line with the general plan.

In the larger school there may easily be several assistants, each charged with special service as in any well-ordered business. And there may be assistant superintendents who are superintendents of departments. But in the small and average school, there is but one assistant superintendent who is charged with a number of different tasks. These tasks are here suggested.

1. He Creates Atmosphere

This he does by being on hand a half hour before the session to shake hands with teachers and scholars as they enter, welcome the stranger, and greet the new scholar. His smile, his word of inquiry, of good cheer, and encouragement, are the oil that makes for the smooth running of the machinery.

2. He Watches Ventilation

Many a church and school session, and the spiritual impression of a carefully wrought-out program, is spoiled by insufficient or bad ventilation. The devil and the sexton are often in league to neutralize the gospel. And the time to start the proper ventilation of a room is not in the midst of the session, but an hour before it. If the school immediately succeeds the church session, the assistant superintendent should see that air is admitted during the change and while the school is standing during the opening hymn. The Sunday school should take a few lessons from the public school in this matter of change of air for school efficiency.

3. He Arranges Preliminaries

He will organize the boys as helpers to see that songbooks, Bibles, hymn and announcement board, and chairs, are in place in advance of the session. These boys may be designated with a helper's badge.

4. Assignment of Scholars

The first impression upon a new customer is frequently lasting. It is good business for the Kingdom to make the right first touch upon the new scholar's life. The assistant superintendent can do this by his welcome, his introduction of the scholar to the secretary for registration, and by the scholar's introduction to the class. The scholar will be told by the assistant that "if the goods are not satisfactory"—if the class is not congenial—a change will be made upon application. This will frequently save the loss of a customer.

5. Substitute Teachers

To arrange for the class of the absent teacher is one of the chief functions of the assistant. These absences occur in every school through sickness, indifference, visits out of town, etc. They cannot always be anticipated and usually the superintendent is not advised of such absence in time for arrangement before the session. The following are some successful plans that have been used to cure the substitute difficulty.

(a) In a Southern seminary school each class had both a regular and an assistant teacher, the assistant teacher to be notified by the regular teacher in case

of absence, or, if this was impossible, by the assistant superintendent in the school session.

(b) Many members of the church and older members of the school will be willing to serve on a once-a-month substitute list to hold themselves in readiness for service when needed, but not more often than once a month. Frequently these substitutes become effective regular teachers after they have had a taste of the work.

(c) Bible classes frequently will delegate a certain number of the class to be ready if needed for substitute service, say one or two or three members, but no member to be asked more frequently than once every one or two months.

6. Promoting Cooperation of Scholars in Session

The assistant superintendent will first see that the classes face the platform, that singing books are provided for all scholars, that Bibles or lesson papers or both are in their hands at the right moment, and will promote an *esprit de corps* by a smile, a word of encouragement, a compliment when deserved. Scowling and scolding pay poor dividends. The expression of the scholars' energy in hearty singing and a physical change at the right moment should be sanely promoted if we would capture the jewel of the soul which lies within these physical limits.

7. He Will Help a Discouraged Teacher

Frequently the teacher is having a hard time through the failure to reach the one or two key pupils and is at

a nervous tension. The alert, tactful assistant will have his eyes on such a storm center, will "drop in" the class at the opportune moment and by an illustration from life that will relate to the lesson, will capture the scholars' attention, give the teacher a chance to rest for a moment and readjust her plans. The assistant should have several live lesson stories always ready for these emergencies.

8. He Protects the Teacher

He will see that the teacher is protected during the lesson from interruption by the secretary, by ticket vendors, and visitors. The teacher is entitled to the lesson period free from disturbance.

9. He Notes Weak Spots

He will note and report to the superintendent such weak points as an irregular teacher, a scholar who may give trouble that may be cured by a friendly talk by the superintendent or an invitation to the superintendent's home for a social hour, a teacher who needs a special letter of encouragement from the superintendent.

10. He Notes Promising New Material

From the substitute teachers' force or young people growing into strength in the later teens he will gather names for permanent service as teachers or school workers to suggest to the superintendent.

11. Visitors

To visitors the assistant carefully explains the pur-

pose and plans of the school. Special visitors may be introduced to the superintendent. Some literature of the school should be given to visitors and a card of welcome sent them later.

III. Practice Work

Serve for one month as assistant superintendent in the local school, with specific duties as related to visitors, scholars, and teachers.

IV. Thesis

Outline a plan for effective grading of the local school and some methods of week day interest in the scholar that shall make his interest in the Sunday session keener.

CHAPTER V

THE CRADLE ROLL DEPARTMENT SUPERINTENDENT

I. Books for Study and Reading

1. *Required Book on Sunday School Organization.* One of the books named in Chapter I, page 10.

2. *Specialization Books.* One of the following:

The Elementary Worker and His Work. Jacobs-Lincoln. 50 cents.

The Elementary Department. Bryner. 50 cents.

3. *Additional Material:*

Prayers for Children. Dietz. 5 cents each; 50 cents per doz.

Cradle Roll Service. Dietz. 5 cents each; 50 cents per doz.

Cradle Roll Pamphlet No. 2. Methodist Episcopal Board of Sunday Schools.

The Superintendent and His Work, Chapter V. Brown. 55 cents, postpaid.

The Church School, Chapter on Cradle Roll. Athearn. $1.00, postpaid.

Object Lessons for the Cradle Roll. Danielson. $1.00.

II. Method Material

1. The Superintendent

Appoint as superintendent the teacher of the Beginners' or Primary class if workers are few. It is

better, however, to appoint a separate superintendent, possibly one of the Beginners' or Primary assistants, one who can give time to the visitation of the home and who will work in close relation with the teacher of the Beginners' or Primary Department.

2. How to Start

(a) Cards to enroll a baby brother or sister should be given out to the younger children.

(b) The pastor should speak of the department in the church service, and the superintendent in the Sunday school service, and enrollment Cradle Roll cards distributed.

(c) The pastor in his calling rounds can carry Cradle Roll enrollment cards with him.

3. Plan of Recognition of New Member

(a) A Cradle Roll certificate of membership, such as is published by denominational and Sunday school supply houses, should be presented to the mother.

(b) The name of the new baby should be written on a card and placed in a toy cradle and the children should repeat a brief welcome to the new member.

4. Plans to Promote Department Interest

(a) Enroll baby's name on a Cradle Roll chart, this chart to be hung up in the Beginners' or Primary room.

(b) Ask the mother for the baby's picture, and group this with other pictures in a frame, then hang in one of the rooms just referred to.

(c) Keep a "Heavenly Cradle Roll" for the names and dates of death of the babies who have died.

(d) Prayer for the babies and their parents should be made in the opening exercises of the Beginners' or Primary Department or class.

(e) The baby's birthday should be recognized by a simple letter intended for the mother, of course, and a birthday card for the baby or some little gift such as a homemade scrapbook of pictures pasted on a muslin background.

(f) Opportunity should be given to have the parent send a birthday offering for the little one. This may constitute a fund for the support of a nursery or a child's bed in a hospital.

(g) In case of sickness or death of the baby the visit of the Cradle Roll superintendent will be of special value.

(h) Literature for mothers should be collected and distributed to the mothers in these calls.

(i) The pastor should call upon Cradle Roll parents, whether members of the church or not.

(j) An occasional birthday party for all of the Cradle Roll babies and their parents will be anything but a Quaker meeting, but will serve a good social purpose.

(k) On special days, such as Easter, Children's Day, and Christmas, special provision should be made for the babies, such as a Christmas tree and party for the Cradle Roll.

(l) If the school should have a week-day anniversary march in the summer, the Cradle Roll babies and

parents should have a place behind their Cradle Roll banner. The baby gocarts or carriages can be decorated with flowers, flags, or bunting.

(m) When the baby is promoted to the Beginners' or Primary Department a pretty certificate of promotion should be presented to the child.

(n) A class of Cradle Roll children may be formed when they reach two or three years of age. These babies can sit in low chairs about a low table, and with crayon and paste and pictures can be kept happily busy filling out some lesson design which shall carry a very simple truth.

(o) A class of Cradle Roll mothers should be formed to be taught the International Lesson in the same room with the tots. This class can be promoted with the children and made the mothers' class in the new department. In the Moody School of Chicago there are seventy-five young mothers and fathers in such a class.

(p) Copies of pictures of babies from great artists, such as the "Sistine Madonna," or Raphael's "Madonna of the Chair," or Andrea del Sarto's "Madonna of the Sack," may decorate the walls of the Sunday school and may properly be the gift of this mothers' class.

(q) A Mothers' Association, composed of mothers of the Cradle Roll, Beginners' and Primary Departments, is an interesting method of promoting the strong interest of the parents. This will be treated later.

III. Practice Work

Carry through a campaign to enlist a certain number

of new babies as Cradle Roll members of the local school.

IV. Thesis

State at least five good reasons for the organization of a Cradle Roll, and five interesting plans for the department.

CHAPTER VI

THE BEGINNERS' DEPARTMENT SUPERINTENDENT

I. Books for Study and Reading

1. *Required Book on Sunday School Organization.* One of the books named in Chapter I, page 10.

2. *Specialization Books.* One of the following:

The Elementary Worker and His Work. Jacobs-Lincoln. 50 cents; postage, 5 cents.

Lessons for Teachers of Beginners' Department. Wray. 50 cents.

Teachers of Beginners. Danielson. 75 cents.

The Elementary Department. Bryner.

Beginners' Department of the Church School. Athearn. 35 cents.

3. *Additional Material:*

The Beginners' Department Leaflet No. 3. Sunday School Series, Methodist Episcopal Board of Sunday Schools.

Songs for Little People. Danielson. 60 cents.

Song Stories for the Sunday School. Mildred and Patty Hill. 15 cents.

Childhood Songs. Mabel and Myra Rowland. 25 cents; postage, 5 cents.

Carols. Leyda and Burgener. 25 cents; postage, 2 cents.

Beginner and Primary Songs. Heidelberg Press. 25 cents; postage, 5 cents.

Love and Law in Child Training. Poulsson. $1.00, net; postage, 10 cents.

The Child Voice. Howard. 35 cents.

How to Tell Stories to Children. Bryant. $1.00; postage, 8 cents.

Telling Bible Stories. Houghton. $1.25.
Kindergarten Bible Stories. Cragin. $1.25.
Stories and Story Telling. St. John. 50 cents.
Object Lessons for Little Children. Danielson. $1.00.
Prayers for Children. Dietz. 5 cents.
For songbooks see Chapter XVIII.
Everyland. Missionary Education Movement. $1.00 a year.

II. Method Material

1. Beginners' Department Organization

(a) Age of Department Scholars. For those under six and over three years of age. In many Primary classes scholars of these ages are found. Owing to the immaturity of these younger children, the Primary teacher finds difficulty in fitting the Primary lessons to those under six. Hence the need of division.

(b) Room. If there is not a separate room for the Beginners, use a corner of the Primary room, or of the main schoolroom, or a room in the church parsonage, or a corner of the church. In summer meet out of doors. Curtain or screen off these little folks for the lesson. If there is no separate room or space, let the Beginners meet with the Primary class for the opening and closing exercises and separate them for the lesson teaching.

(c) Superintendent and Officers. A Beginners' superintendent or class teacher should be appointed with assistants, just as in the Primary, and where there is a department room and the department is of sufficient size, a secretary and a musician should be added to the force. At the impressionable age of the Begin-

ners the officers selected should be those who love children and who are personally attractive.

(d) Classes and Lessons. For the Beginners two years of Departmental graded lessons are provided. The ideal plan is to have a class of four-year-old scholars to whom the first year's lessons, which begin with the idea of God, can be taught; then a five-year-old class for the second year's lessons. In the smaller schools where helpers are few the four-year-old lessons can be taught the entire group one year and the five-year-old lessons the next.

These special two-year Beginners' lessons are part of the International Graded Series and are beautifully illustrated with large uncolored pictures for class use, and with smaller copies for scholars' use. These can be obtained of the denominational houses or Perry Picture Company, Malden, Massachusetts; G. P. Brown & Company, Beverly, Massachusetts; or Sunday school supply houses.

(e) Equipment. If there is a separate room, it should be carpeted. The room should have sunshine and air and space enough to permit of a march. Small chairs with rubber tips should be used. Pictures of the children, brought by the parents, should be grouped and framed to decorate the walls, as well as copies of the masters, such as "The Boy Samuel," and the "Age of Innocence," by Sir Joshua Reynolds; Carl Mueller's "Nativity," Murillo's "The Divine Shepherd," or pictures of home life by Peter De Hooch, which almost all include children as subjects. There should be a cabinet for supplies, hooks for children's

wraps, and a sand table and blackboard. This blackboard may be used also as a screen, if needed to separate the departmental classes. Growing plants will add to the attractiveness of the room.

(f) Mothers' Class. Organize the mothers, who often come to the Sunday school with these younger children, into a Beginners' mothers' class, to be taught the Bible lesson for the day while the children are being taught their lesson. This mothers' class should also meet monthly on a week afternoon or evening for social purposes, a talk upon some practical topic, and to plan ways of helping other mothers. When the children are promoted the mothers' class could then become a Primary mothers' class. A Mothers' Association of Beginners and Primary mothers may be formed and the mothers put upon committees to work out a program. Frequently these young mothers have been former Sunday school scholars and make excellent teachers for the Beginners' classes. A mothers' library should be obtained for circulation. Write to the Sunday School Times Company for the leaflet on Mothers' Associations, which includes an excellent library for mothers.

(g) Department or Class Program. Where a separate room is possible, the exercises may include the following items: 1. Opening song and prayer. 2. Circle work, including a good-morning song; birthday recognition with offering and song; welcome to the new scholar. 3. Class groups for lessons. 4. March, with song, during which chairs will be rearranged. 5. Song. 6. Bible texts and memory verses. 7.

Good-by song, wraps and distribution of lesson pictures. In The Elementary Worker and His Work will be found complete programs for various occasions. Music and suggestions for special days receive full treatment in this book.

Send for Outline of Supplemental Lessons for Elementary Grades (Leaflet 11 of Methodist Episcopal Board of Sunday Schools, 58 E. Washington Street, Chicago), for the memory and drill work adapted to the Beginners' Department or class.

(h) Promotion. At the annual promotion day have the class recite the memory texts and class hymn, and present each scholar with a promotion certificate.

III. Practice Work

Assist for a month in the Beginners' Department, or organize a Beginners' Department or class if one has not been organized.

IV. Thesis

Outline a plan for a Beginners' Department in your school.

CHAPTER VII

THE PRIMARY DEPARTMENT SUPERINTENDENT

I. Books for Study and Reading

1. *Required Book on Sunday School Organization.* One of the books named in Chapter I, page 10.

2. *Specialization Books.* One of the following:

The Elementary Worker and His Work. Jacobs-Lincoln. 50 cents; postage, 5 cents.
The Elementary Departments. Bryner. 50 cents.
The Primary Department of the Church School. Athearn. 35 cents.

3. *Additional Material:*

Our Primary Department. Murray. 50 cents.
All About the Primary. Ludlow. 50 cents.
Supplemental Lessons for the Elementary Grades. Leaflet 11, Board of Sunday Schools, Methodist Episcopal Church.
A Study of Child Nature. Harrison. $1.00; postage, 10 cents.
The Unfolding Life. Lamoreaux. 75 cents.
Picture Work. Hervey. 25 cents.
Bright Ideas for Children's Parties. Loveland. 25 cents.
How to Plan a Lesson. Brown. 50 cents.
Primary Programs. Thomas. 75 cents.
Promotion Exercises Primary to Junior Department. Dietz. 5 cents.
Beginners' and Primary Songs. Heidelberg Press. 25 cents. (See also Chapter XVIII.)
Primary Lesson Detail (Graded Lessons). Thomas. 60 cents.

Practical Primary Plans. Black. $1.00.
The Lord's Prayer for Children. Lawson. 50 cents.
The Child for Christ. McKinney. 50 cents.
Stories and Story-Telling. St. John. 50 cents.
Manual on the Introduction and Use of the Primary Graded Lessons. Thomas. 50 cents.
Primary Problems, Principle, and Practice. 50 cents.
The Shepherd Psalm for Children. Baldwin. 35 cents.
How to Tell Stories to Children. Bryant. $1.00.
Telling Bible Stories. Houghton. $1.25.
The Primary Teacher. Van Marten. 50 cents.
Everyland. Missionary Education Movement. $1.00 a year.

II. Method Material

1. Organization

The Primary Department is for scholars from six to eight years. It is hoped scholars have come up to the Primary from the Cradle Roll and the Beginners' class, in order that the lessons may have had a basis in the previous work. At nine years, or when the scholar is able to read the Bible easily, promotion to the Junior Class or Department will come.

The International Graded Lessons should be taught by successive years, or a class may be formed of the six, the seven, and the eight-year-old scholars, the Graded Lesson for each year being taught these classes by separate teachers.

For the ordinary Primary class or Department the class will have to be taught as a unit. If the Uniform Lesson is taught, the supplemental memory Scripture verses and hymn work outlined in Leaflet 11 of the

Board of Sunday Schools referred to in Chapter VI, should be taught.

The rapid growth of the body and brain of the child from six to eight, and the sensitiveness to impression, makes necessary special exercises and equipment to meet the growing needs.

The assistants or teachers should look after groups of children as to order, or visitation, or the supplemental lesson, and the secretary should remember the scholars' birthdays in addition to the usual records.

One of the new Primary features is a class of Primary mothers, meeting with or near the Primary class or Department, and taught the Uniform or other lesson.

2. Equipment

The Primary class or Department should be separated from the rest of the school by curtain or screen or partition. Small chairs, twelve to sixteen inches high, should be secured for these little folks, or stools on which they can rest their feet, if seated on regular chairs or pews.

A few pictures of children may decorate the walls of the Primary corner or room, such as Murillo's "Holy Family" and his "John and the Lamb," or "The Boy Samuel," by Reynolds.

Wherever possible low tables, about twenty inches high, should be used during the teaching of the supplemental lessons. These should be folding tables, to be removed during the teaching of the regular lesson.

Other equipment will include a sandboard, black-

board, children's paper, and a birthday calendar. The latter may be made of twelve pieces of cardboard, one for each month, illustrated according to the characteristics of the month. The names are written on small pieces of cardboard and slipped into prepared places. Welcome letters for new scholars and birthday cards and birthday boxes will be found of value. The list of Cradle Roll members, in small schools, is often hung up in the Primary room or corner of the school room.

3. Program

Unless there is but one room for the whole school, the Primary class or Department should not hold its opening or closing exercises with the rest of the school. There is no gain from it, and positive loss to the little folks, who cannot be really interested in exercises planned for those who are older. Where the Primaries have to meet with the others, the prayers and exercises should be short, and the little folk should be given a part in the program.

In the Primary class foundations are being laid, through the program and teaching, for all the life. What is to appear later in character and service must have its beginning here. Worship, praise, prayer, giving, service, missions, duties to father and mother, duties to others, all must have a place here. Therefore the program and lessons must include this material.

Excellent helps for lesson teaching by the Primary teacher will be found in the Primary Teacher's Text Book, issued in connection with Berean Graded Sun-

day School Lessons, International Course, and prepared by Marion Thomas; also in International Primary Course Teaching Helps, by Lucy Stock Chapin.

Good songbooks are Children's Praises, No. 1, and Children's Praises, No. 2, published by Tullar-Meredith Co., New York city. Songs, however, should be clipped from many sources and put in scrapbook form.

The supplemental teaching in the Primary class or Department may include the following material, to be taught in the class or by the department superintendent during the sixth, seventh, and eighth years.

Giving verses: James 1. 17; John 3. 16; Matt. 25. 40; 2 Cor. 9. 7; Acts 20. 35 (last clause).

Praise: Psa. 126. 3; Psa. 107. 1; Doxology.

Prayer: Psa. 109. 26; Psa. 29. 11; Psa. 86. 11; Psa. 32. 8; Matt. 26. 41. The Shepherd Psalm, Psa. 23.

The Lord's Prayer, Matt. 6. 9-13.

Commandments: Great Commandment, Matt. 22. 37-39; Golden Rule, Matt. 7. 12; John 14. 15; Zech. 8. 16; Phil. 4. 8; Deut. 27. 10.

Missionary: Mark 16. 15.

Temperance: Eccl. 10. 17; Prov. 20. 1; Prov. 16. 32.

God's Word: Psa. 119. 105; Psa. 119. 11; James 1. 22.

God's Day: Exod. 20. 8; Psa. 118. 24.

Suggested hymns to be memorized: "A Christmas Hymn," "A Shepherd Hymn," "The Sweet Story," "Saviour, teach me day by day."

The program, therefore, will ordinarily include such features as:

1. Quiet music, while children come to order.

2. Opening exercises:
   Recitation of Scripture texts.
   Praise texts.
   Singing.
   Prayer.
3. Giving texts, offering and offering prayer.
4. Counting Bibles and a talk about using them.
5. Singing.
6. Birthday song and offering.
7. Recitation of supplemental work.
8. Singing and motion exercises.
9. Lesson.
10. Closing sentences and good-by song.

The purpose of the giving should be carefully explained. The meaning of the words of the songs should be made clear to these unmatured minds. Songs, of course, should fit the lesson thought of the day. Reverence, above all, should be insisted on.

4. Week-Day Activities

The lesson teaching should have practical expression in week-day loving service for others and through some home work on the lesson. The latter should be brought in on the Sunday following the lesson and special credit should be given for same. The class or department should have a special benevolent object, such as the help of a nursery, the support of a child's bed in a hospital, the support of an orphan on the home or foreign field, the making of picture scrapbooks for sick children. "Others" should be the motto to correct the tendency to selfishness at this age.

III. Practice Work

The student in training for Primary work should visit other Sunday schools and report upon the defects and strong points of their Primary work. She can also teach the regular or supplemental lesson for a month in her own school.

IV. Thesis

As a test of efficiency the student may prepare a model Primary program for Easter or Children's Day or Christmas.

CHAPTER VIII

THE JUNIOR DEPARTMENT SUPERINTENDENT

I. Books for Study and Reading

1. *Required Book on Sunday School Organization.* One of the books named in Chapter I, page 10.

2. *Specialization Books.* One of the following:

The Junior Worker and His Work. Robinson. 50 cents; postage, 5 cents.
The Elementary Department. Bryner. 50 cents.
The Junior Department of the Church School. Athearn. 35 cents.

3. *Additional Material:*

After the Primary—What? McKinney. 50 cents.
Making Men and Women. Robinson. 75 cents.
Our Boys and Girls. Kennedy. 75 cents.
Successful Boys' Clubs. Anderson. 65 cents.
Handwork in the Sunday School. Littlefield. $1.00.
Promotion Exercises, Junior to Intermediate. Dietz. 5 cents.
Manual on the Introduction and Use of the Junior Graded Lessons. Baldwin. 50 cents.
Good Times with the Juniors. Faris. 50 cents.
Object Lessons for Junior Work. Wood. 50 cents.
The Boy's Life of Christ. Forbush. $1.25.
See also list of books in Chapter IX.
For songbooks see Chapter XVIII.
Everyland. Missionary Education Movement. $1.00 a year.

II. Method Material

1. Organization

The Junior Department is for children nine to twelve years of age inclusive. Ability to read the Bible easily is the usual test for entrance to the Junior Department. The Bible should be given to the scholar in the Primary Department as a gift or reward for verse memorization.

In the smallest school there should be at least one class of children of the Junior age. If possible, there should be one class of boys and one of girls of this age. If the size of the school permits, there should be a department for the girls and boys of this age, separated by walls or screen from the balance of the school. It will be better yet if there can be one or more classes for the nine-year-old scholars, another class or group of classes for the ten-year-olds, another for the eleven, and another for the twelve, the Graded Lessons being used for each year. Where this is not possible the International Uniform or Graded Lesson can be taught the department as a whole by the department superintendent or teacher.

Experience has shown that boys and girls of these years have acquired something of the gang or club spirit, and a simple form of class organization works well, such as class president, secretary, and treasurer elected for a three or six months' term. This is the age when scholars like to receive credits for their work, such as church attendance, Bible bringing, home work. Absentees can be visited by class officers.

2. Equipment

A good department equipment will include maps, blackboard, class tables for the handwork, birthday cards, welcome letters, department buttons as suggested by the International Sunday School Association, Honor Roll (for attendance plus Bible bringing and daily Bible reading at home), a temperance pledge roll, models of Oriental house, sheepfold, well, etc., curios from mission fields, a missionary library of books such as is recommended by the Missionary Education Movement of the denomination, the Missionary Department of the International Sunday School Association (1416 Mallers Building, Chicago), or the State Sunday School Association; songs printed on muslin and a picture roll. I would even include for schools that have the facilities a stereopticon for exhibiting missionary pictures, and teaching new songs. This plan is followed now in many schools with excellent results.

3. Program

The law of the Junior scholar's life is action, and the program must have in it go and snap in speech and song. Habits are forming in these years, and punctuality, promptness, and reverence must be insisted on. The superintendent must know what he is to do next and there must not be a five seconds' pause between parts of the program. Variety in exercises, brevity in prayer, platform Bible drills, snappy announcements, bright music of a martial sort, are needed in this department. It is best to leave the lesson until well

to the close of the program so that dismissal will follow the lesson after the closing prayer and hymn.

4. Supplemental Lesson

This is preeminently the memory age. Hymns and Scripture should be drilled into these Juniors. They enjoy this work. It is God's time to fill memory's storehouse against future use.

In Supplemental Lessons for the Elementary Grades (Board of Sunday School, Methodist Episcopal Church, 58 East Washington Street, Chicago) will be found suggested supplemental lessons for the Juniors to be taught from the platform or by the teacher in the class. These briefly include:

Bible facts, divisions, names of books, Bible stories and characters.

Outline of the Life of Christ.

Scripture texts on giving, such as 2 Cor. 8. 12 and 9. 7.

Temperance texts, such as Prov. 23. 29-32; 1 Cor. 3. 16, 17.

Texts on sin and salvation, such as 1 John 3. 4; James 4. 17; Rom. 3. 10-25; Gal. 6. 7.

The Ten Commandments.

The Beatitudes.

Missionary texts: Mark 16. 15; 1 Chron. 16. 24; Hab. 2. 14.

The seven words from the cross.

Eleven appearances after the resurrection.

Church hymns memorized: "All hail the power of

Jesus' name"; "My faith looks up to thee"; "From Greenland's icy mountains."

5. Bible Drill Suggestions

Scholars should be taught to mark their Bibles with special names for books and chapters, such as John, "Gospel of Love"; James, "Work"; 11th of Hebrews, "Faith" chapter.

The drills should include rapid finding of such important passages as the Ten Commandments, Solomon's prayer, the Shepherd Psalm, Moses' psalm, Isaiah's description of the Messiah, the great commandment, the Sermon on the Mount, the Beatitudes, the Magnificat. Also to find the longest verse in the Bible; shortest verse; longest chapter; shortest chapter; four verses alike (Psa. 107. 8, 15, 21, 31); the "Rest verse" (Matt. 11. 28); the "Greatest Verse" (John 3. 16); the "Last Command" (Acts 1. 8). Or find the verse, "All have sinned and come short of the glory of God." Where? Find the redemption verse. Where? What? Find a verse on love; prayer; faith; temperance; missions.

Or an exercise in rapid finding of such passages as Psa. 91. 1; Matt. 11. 28; 1 Tim. 1. 8; Josh. 1. 8; Dan. 12. 3; Psa. 119. 165.

Drill in finding special chapters, such as the "Sin Chapter" (Rom. 3); the "Salvation Chapter" (Rom. 10); the "New Birth Chapter" (John 3); the "Atonement Chapter" (Isa. 53); the "Purity Chapter" (Ezek. 36); the "Love Chapter" (1 Cor. 13); the "Abiding Chapter" (John 15).

An alphabetical drill may be tried, such as: A. "All have sinned" (Rom. 3. 23). B. "Behold the Lamb of God" (John 1. 29).

6. Manual Work

The Junior age is one of expression through hands, mouth, feet, and body. These girls and boys are glad for a chance to use their hands in making maps in sand and paper pulp, and in fashioning models illustrating life in Palestine. They like to decorate narrative Bible stories with pictures, pen and crayon. Handwork in the Sunday School, Littlefield, will show just how this can be done. A room to which scholars can be taken for this handwork would be of great service.

7. Spiritual Crisis

Experience guides us to look for a definite spiritual awakening between ten and twelve years. The Junior superintendent and teacher should watch carefully for an interest in God's call to the life at this time and guide to a decision. Many of our best workers trace the beginning of their Christian experience to this period. Linked with conversion, with a clear recognition of Christ as Saviour and Lord, comes a desire to express this relation in these years in acts of service of a very practical nature. The superintendent should plan practical lines of service expression in gathering up magazines for hospitals, sailors' homes, sending flowers and picture card albums to children in

nurseries and orphanages, and to the sick in hospitals, acts of kindness and helpfulness in the home.

8. Social Life

This should take the form of an annual department picnic and one or two socials. Under Chapter XXVI will be found suggestions for the program for these affairs. The Bible games mentioned under that chapter will be especially interesting for the Juniors as memory tests. And there is no time of life when refreshments taste quite so good as in the Junior period.

III. Practice Work

Make out programs for three sessions of the Junior Department, one of which shall be a special day, and act as superintendent of the department in carrying through these programs.

IV. Thesis

Outline a complete plan of work for a year for the Junior Department of your school.

CHAPTER IX

THE INTERMEDIATE DEPARTMENT SUPERINTENDENT

I. Books for Study and Reading

1. *Required Book on Sunday School Organization.* One of the books named in Chapter I, page 10.

2. *Specialization Books.* One of the following:

The Intermediate Worker and His Work. Lewis. 50 cents; postage, 5 cents.

The Intermediate Department of the Church. Athearn. 35 cents.

The Secondary Division of the Sunday School. Alexander. 50 cents.

3. *Additional Material:*

The Sunday School and the Teens. Alexander. $1.00.

The Teens and the Rural Sunday School. Alexander. 50 cents.

The Girl in Her Teens. Slattery. 50 cents.

The Girl in the Sunday School. Alexander. $1.00.

The Boy and the Church. Foster. 75 cents.

The Boy and the Sunday School. Alexander. $1.00.

Problems of Boyhood. Johnson. $1.00.

Our Big Boys in the Sunday School. McKinney. 50 cents.

Church Work with Boys. Forbush. 50 cents.

Promotion Exercises, Junior to Intermediate. Dietz. 5 cents.

How the Boy Was Lost. Cowgill. 50 cents.

The Boy and His Gang. Puffer. $1.00.

Boys' Self-Governing Clubs. Buck. 50 cents.

The Contents of the Boy. Moon. $1.00.

Marching Manward. Beck. 75 cents.

A Boy's Religion. Hughes. 50 cents.
Youth and the Race. Swift. $1.50.
Adolescence. Slaughter. 75 cents.
Boy's Eye View of the Sunday School. 60 cents.
Winning the Boy. Merrill. 75 cents.
The Girl's Book of Prayers. Slattery. 60 cents.
The Girl and Her Religion. Slattery. $1.00.
The Charm of the Impossible. Slattery. 25 cents.
Life Problems of High School Boys. Jenks. 40 cents.
Young People's Problems. Forbush. 50 cents; postage, 5 cents.
Boy Life and Self-Government. Fiske. $1.00.
Training the Boy. McKeever. $1.50.
Training the Girl. McKeever. $1.50.
Brothering the Boy. Rafferty. 75 cents.
Leaders of Girls. Espey. 75 cents.
The Spirit of Youth and the City Streets. Addams, 50 cents.
Farm Boys and Girls. McKeever. $1.50.
Adolescence. Hall. Two vols. $7.50.
Youth. Hall. $1.50.
The Boy Problem. Forbush. 50 cents, net; postage, 10 cents.
Boy Training. Alexander. $1.00.
The Boys of the Street. Stelzle. 50 cents.
The Teen Age Crusade Leaflet. International Sunday School Association.
Older Boys' and Girls' Conference Leaflet. International Sunday School Association.
Through the Week Activities. International Sunday School Association.
See Chapters XXVI, XXVII, and XXVIII for books on social, athletic, and organization activities, including the organized class.

II. Method Material

1. Intermediate Age and Characteristics

The Intermediate Department covers the years from thirteen to sixteen. This age is the first of the three

periods of adolescence, the years from sixteen to twenty covering middle adolescence, and twenty-one to twenty-four later adolescence.

The Intermediate age covers years of great physical and mental change and growth, strong emotional life, spiritual crises. They are years when the boy and girl break with the authority of the home and religion. The gang or club spirit is dominant. The emotions swing the young people from one extreme to the other. They do not understand themselves. Parents and friends do not understand them. Law is frequently defied. Love and sympathy only will win.

2. Organizations

(a) Department. The special problems of these swift-moving years call for the special organization of an Intermediate Department where the size of the school permits, with a superintendent or supervisor and as many helpers as the department may require. Where there are a sufficient number of young people they should be appointed on such department committees as Special Days, Missions, Temperance, Social Work, and Social Service, to give them training for future service. A special department secretary may be appointed for birthday remembrance of scholars and other records.

(b) Class Organizations. The Intermediate age takes naturally to class organization, with the usual class officers and committees on social and benevolent work. The certificate of organization should be obtained from the secretary of the State Sunday School

Association, and framed and hung upon the wall. Names and buttons for class organizations can be obtained from David C. Cook Publishing Co., Elgin, Illinois. In any event the International Association buttons for the Intermediate Department, a blue rim and a white center, should be obtained and worn by the Intermediates.

(c) Other Organizations. In The Sunday School and the Teens and in Chapter XXVIII of this book a list of the organizations applicable to the Intermediates can be found, with names, objects, etc., such as Boy Scouts, Camp Fire Girls, Knights of the Holy Grail, Miriam Circle, Knights of King Arthur, Dorcas and Queen Esther Circles. A homemade organization to fit local needs, that shall include a few good features of the best organizations, is often better than an effort to adopt the whole plan of a new organization.

(d) Department Equipment. If a department room is possible, it should be decorated with a department Intermediate pennant, a department motto, pictures of the "Christ and the Doctors," by Hofmann, "Washington in Prayer at Valley Forge," missionary heroes, and subjects showing hospital and other service. Small class tables around which chairs can be grouped will be found of great service for teacher and scholars. A missionary library, as suggested in the missionary library list of the International Sunday School Association, will be invaluable during these years when experience shows missionary ideals and decisions are formed. Maps, charts, and material for good handwork should be furnished, as well as the Underwood

travel pictures illustrating the lessons. Where a separate room is impossible the Intermediate classes should be grouped together, and some of these suggestions can be followed.

(e) Spiritual Importance of the Intermediate Age. These years of early adolescence are the years when the great majority of decisions are made for Christ and for future Christian service. The goal of the department superintendent and teachers should therefore be to enlist every scholar definitely for Christ before they pass sixteen. The expression of this decision may not always take the form of testimony or prayer. It may find its choicest outlet in real service for others in hospital, nursery, orphanage, for shut-ins, and work for home and foreign missions. There is no limit to what young people in these years will do for those in need, through work and personal sacrifice. "By service love will grow."

(f) Recreational Life. Care must be taken in mixing boys and girls in the social and recreational life of early adolescence. Separate organization of the boys and girls' functions at this period is advisable. Department picnics, carefully supervised, have been successful, and especially class hikes to points of interest, giving opportunity for class and teacher to come together. From sixteen to eighteen the young people seek each other's society naturally, and at that time this association may be encouraged under proper conditions.

(g) Through the Week Activities. A splendid list of physical, social, mental, spiritual, and service activi-

ties of the teen years will be found in Secondary Division Leaflet No. IV, International Sunday School Association (1416 Mallers Building, Chicago).

(h) Promotions. At seventeen the graduating class or classes should, upon the fixed promotion Sunday or upon a week evening, be given the opportunity of a dignified graduation to the Senior Department.

In several schools where this plan was followed an evening was selected, and parents and friends made welcome through a formal invitation. The young people about to graduate sat in a body. They were decorated with the department or school colors. A printed program gave the names of all the graduates. The program consisted of class songs, solos, essays on Bible characters, class valedictory, address to the graduates by the pastor or Superintendent, a welcome to the graduates by a representative of the Senior Department, and the formal presentation of diplomas tied in the school colors and received by the scholars after passing through a graduation arch which was trimmed in the department or school colors.

(i) Lessons. Where the Intermediate Graded Lessons are used the classes may be graded into groups of thirteen, fourteen, fifteen, and sixteen-year-old scholars, these lessons being used as department lessons, all the scholars studying the same year until the course is completed; or classes are formed for each year, the grade lesson for the grade year used, and the classes advanced from year to year until promotion.

On account of the difficulties in securing substitutes in grade teaching, and other difficulties met with in

the average school, the departmental Graded Lesson is coming into favor, the same lesson being studied by all the classes on the same Sunday. This is especially true of the small school, which may have only one or two classes of scholars thirteen to sixteen years of age.

(j) Sex Instruction. The duty of the Sunday school to safeguard the moral welfare of the young people during early adolescence by sane plans for sex education is clear. The plans for carrying out such instruction involve delicate questions and require careful handling. Conferences with parents should certainly be invited by the superintendent of the Intermediate Department or school, and books suggested to parents for their use with their children. Where parents will not undertake this service to their own children the Sunday school teacher, after conference with parents and careful direction by pastor or superintendent, may provide the young people with some helpful book. Lists of such books may be obtained from the Purity Department of the International Sunday School Association, and are suggested in Chapter XXII of this book. No false modesty should lead teacher or parent to shirk the plain duty and privilege of guiding these boys and girls safely through the rocks and shoals of early adolescence.

III. Practice Work

Teach an Intermediate class for a month, or plan and lead a missionary meeting for the Intermediates, or superintend the department for two Sundays.

IV. Thesis

A paper is suggested giving an outline of a plan to organize an Intermediate class, or a form of Intermediate Department organization fitted to the local church and neighborhood.

CHAPTER X

THE SENIOR DEPARTMENT SUPERINTENDENT

I. Books for Study and Reading

1. *Required Book on Sunday School Organization.* One of the books named in Chapter I, page 10.

2. *Specialization Books.* One of the following:

The Senior Worker and His Work. Lewis. 50 cents; postage, 5 cents.

Secondary Division of the Sunday School. Alexander.

3. *Additional Material:*

The Teens and the Rural Sunday School. Alexander. 50 cents.

The Sunday School and the Teens. Alexander. $1.00.

Spirit of Youth and the City Streets. Addams. 50 cents.

Just Over the Hill. Slattery. 75 cents.

The Girl in Her Teens. Slattery. 50 cents.

The Boy and the Church. Foster. 75 cents.

The Boy and the Sunday School. Alexander. $1.00.

The Girl and Her Religion. Slattery. $1.00.

The Quest of the Best. Hyde. $1.00.

Our Boy. Bartow. 75 cents.

Through the Week Activities, Leaflet No. 4, Secondary Division. International Sunday School Association.

Teen Age Crusade Leaflet. International Sunday School Association.

Older Boys' and Girls' Conferences Leaflet. International Sunday School Association.

The Charm of the Impossible. Slattery. 35 cents.

A Girl's Book of Prayers. Slattery. 60 cents.
Life Problems of High School Boys. Jenks. 40 cents; postage, 4 cents.
Young People's Problems. Forbush. 50 cents, net; postage, 5 cents.
The Girl in the Sunday School. Alexander. $1.00.
Training the Boy. McKeever. $1.50.
Training the Girl. McKeever. $1.50.
Boy Training. Alexander. 75 cents.
Leaders of Girls. Espey. 75 cents.
Adolescence. Hall. Two vols., $7.50.
Youth. Hall. $1.50.
Adolescence. Slaughter. 75 cents.
Youth and the Race. Swift. $1.50.
See Chapters XXVI, XXVII, and XXVIII for books on social, athletic, and organization activities, including the organized class.

II. Method Material

The Senior Department covers the years from seventeen to twenty. They are the years which should be richest in fruitage to the church, when the training from infancy through all the departments of Sunday school instruction should bear dividends for the Kingdom. And yet these are the years when both church and Sunday school, through inadequate plans, have lost these young people most largely and unnecessarily.

There must be full recognition here of the increasing social, physical, mental, and spiritual development of the life, and plans must be laid to capture all these avenues of expression if the whole life is to be held. The power of class and other organization must be applied. Self-government in administration must be conceded. The employment, high school and college

life of its young people in relation to the Sunday school must be planned for.

These are the years of middle adolescence, of early courtship, of heightening ideals, maturity of voice, independence of judgment, distressing doubt, and deepening spiritual experience, when young people are active, adventurous, emotional, when great criminals are made, and leaders for good developed, years of solicitude and great decisions, of rich possibilities for service.

1. Department Organization

In the smaller schools there should be classes of Senior boys and Senior girls organized. The teachers of such classes should read The Senior Worker and His Work (Lewis).

In the larger schools a superintendent of the Senior Department should be appointed to supervise the special needs of these years. Where possible, a special department room should be provided. In recent Sunday school construction this is planned for. As a part of such construction classrooms should be arranged, for this is supremely the age of class organizations. The officers should number a superintendent, assistant superintendent, secretary, librarian, and chorister.

2. Department Equipment

This should include classrooms, a department orchestra, up-to-date maps, songbooks of a more advanced type, similar to the excellent books published by the Congregational Sunday School and Pub-

lishing Society, the Century Company, and the Methodist Board of Sunday Schools.

3. Department Committees

The young people should have a place with the teachers on the department committees. They should be in training here for responsible church work later. The committees should represent in their work the following lines of service: social, social service, spiritual, recreational, employment, temperance, missionary, visitation, welcome.

4. Class Organization

This is the club and organization age. Every class of the Senior age should be organized under the requirements of the State Sunday School Association, and receive and frame the certificate signed by the State Association and the denominational Board. The department or special class button should be worn. The class should have a motto, aim, name, and cry or song, and plan for social and benevolent work. A pamphlet suggesting names, mottoes, buttons, etc., for Senior classes can be obtained of David C. Cook Publishing Co., Elgin, Illinois. A monthly business and social meeting will be provided for. Given an opportunity, the Senior class will be glad to decorate their room with class pennants, pictures, colors, and fine mottoes. The class and teacher become the strongest links in the life, next to the home. Suggestions of through the week activities of the organized class will be found on Secondary Division Leaflet

No. 4, International Sunday School Association, Chicago, Illinois.

5. Employment Life

The majority of Seniors are in business. The Employment Committee of the department has a unique opportunity of relating these young people to the right employment. This committee should know the lines of employment open in the community, and if in the country, can ascertain the opportunities in the nearest city and safe places of boarding. The applicant should be counseled with to find out the best direction for his or her ability. In one Sunday school three hundred positions annually are secured for the young people of the Senior Department through its Employment Committee, and the young people are thus attached to the school and church.

6. Recreational Life

The department Social Committee plans regular social occasions to give the members opportunity for acquaintance and the wholesome expression of their social nature under the guidance of the school. The athletic life is being increasingly met by Sunday schools through gymnasium, tennis, and baseball grounds, and contests, hikes, and tournaments. Plans for the social and athletic life will be found in Chapters XXVI and XXVII.

7. Organizations

There are many organizations now which meet the

need for the larger grouping of Seniors. A list of these is found in The Sunday School and the Teens, with full description of the methods and objectives of each organization. It is better for the Senior Department to suggest these organizations to young people rather than to have them happen on organization. I refer to such organizations as Knights of the Holy Grail, Queen Esther and Dorcas Circles, Camp Fire Girls, etc., descriptions of which will be found in Chapter XXVIII.

8. Training Class

From sixteen to eighteen is the best time for giving the Seniors a chance to train for service through training classes meeting during the Sunday school hour. Whole classes should take up such courses, guided by the teacher. The teaching-training course of the denomination should be consulted, covering the four subjects, "The Bible," "The Scholar," "The Teacher," "The Sunday School Organization." At this age, before the young people are tangled up with other things that come after twenty, they are usually eager for service.

A leadership training class should be planned for to train officers and members of department committees. This may be done in one training class for both teachers and leaders, the class studying in common the book on Sunday school organization and specializing at home for their particular work under the guidance of the teacher. In one school there is a leadership class of thirty of these young people.

9. Lesson Courses

The International Graded Lessons for Seniors offer the best Senior courses, while excellent material is found in the Blakeslee courses, published by Scribners.

For the Seniors who are in high school or college there are special student courses published by the International Young Men's Christian Association. Those Senior scholars who leave for college should be followed up by correspondence, specially remembered in prayer, and a word of recognition by the superintendent given as they leave and return.

10. Senior Department Leadership

It has been found of great interest to give the Seniors occasionally a part in conducting the exercises, say on a Senior Round-Up Sunday, and Class Organization Day, making these days objectives toward which to build membership and interest. This has been successfully done by the young men taking the entire program, one of their number acting as superintendent, another as precentor, another leading in prayer, and to assist in review, song, publicity, orchestral work, welcome committee, and other parts of the day's activities. In this way leaders will be developed for future service and discoveries made of unsuspected talent.

11. Spiritual Possibilities

These are the years of strong spiritual decisions. The examples of strong men and women who are Christians, especially business, professional, or political

leaders, should be put compellingly before these Seniors and the personal example of a loved teacher will rarely fail of fruitage.

III. Practice Work

Plan and carry through a program for a Senior Day, or form a Senior organization, either class or general.

IV. Thesis

Outline a plan of organization for the local Senior Department, or a plan of organization for a Senior class, this to be passed on by the training teacher, superintendent, and pastor.

CHAPTER XI

THE ADULT DEPARTMENT SUPERINTENDENT

I. Books for Study and Reading

1. *Required Book on Sunday School Organization.* One of the books named in Chapter I, page 10.

2. *Specialization Books.* One of the following:

The Adult Worker and His Work. Barclay. 50 cents; postage, 5 cents.
The Adult Bible Class. Pearce. 25 cents.

3. *Additional Material:*

The How Book. Hudson. 50 cents.
Adult Bible Classes. Wood-Hull. 25 cents.
Adult Bible Classes, Forms of Organization. Hazard. 15 cents, net; postage, 3 cents.
Fishin' fer Men. Clark. $1.00.
The Adult Class. Pearce. 25 cents.
The Efficient Layman. Cope. $1.00.
The Organized Adult Bible Class. Methodist Episcopal Board of Sunday Schools. 2 cents.
Adult Class Plans and How to Work Them. Faris. 10 cents.
Winning Men One by One. Wood. 50 cents.
How to Build Up an Adult Bible Class. Moninger. 25 cents.
101 Things for Adult Bible Classes to Do. Moninger. 25 cents.
Adult Class Study. Wood. 75 cents.
Twice Born Men. Begbie. 50 cents, net; postage, 10 cents.
The Manhood of the Master. Fosdick. 50 cents.

The Social Creed of the Churches. Ward. 50 cents.
The Church a Community Force. Tippy. 50 cents.
The Social Aspect of Foreign Missions. Faunce. 60 cents.
The Call of the World. Doughty. 25 cents.

II. Method Material

In the last nine years the organized Adult Bible Class movement has come into being. About three million men are now enrolled in these classes, and nearly as many women.

The movement has become a profound influence (1) in giving dignity and strength to the Sunday school, (2) in holding the older boys and girls, (3) as an evangelistic, temperance and missionary force, (4) in promoting attendance of men upon the church service, (5) in supplying teachers for the Sunday school.

The Adult Department in the Sunday school has for its unit the Adult class, and the class badge is the button with a white heart and a red rim, indicating purity and sacrifice.

1. Department Organization

Wherever possible the classes composing the Adult Department should have separate opening and closing exercises. Even where there are but two or three such classes, or in the individual class if it is a large one, there are good reasons for the separate exercises. It is scarcely reasonable to expect the songs acceptable to the Junior and other departments to attract the adults. The school notices are often of no interest to adults.

The whole range of needs is different. And especially should additional time be planned for, in connection with class discussions and lesson-teaching, and this necessarily would abbreviate the opening and closing exercises.

Where the Adult classes are grouped into a department, there should be a department superintendent, chorister, and other essential officers, including a live Welcome Committee.

There should be Adult Department committees made up of representatives from the various classes, covering the department interest in missions, temperance, social, and recreational life, and community needs.

The department program should have a brief opening and dignified music, yet including selections with a good rhythm; prayer for the sick, the stranger, the straying, community, national and world-wide interests. In the closing exercises there should be some special music in the form of solo, quartette, or instrumental music, and a brief address by some man of standing in the department or community, on a topic related to the lesson. The appeal for a personal decision for Christ should not be omitted, for men and women are frequently nearer to these decisions under such influence than we dream.

2. Class Organization

The class should be organized, with the State or provincial and denominational Sunday school recognition by certificate. A class name and motto should

be chosen, and a class song should be written by one of the members and used on class social occasions.

Five committees are suggested: Executive, Membership, Devotional, Social, and Missionary. The teacher has charge of the lesson, and the class president presides on Sunday and at other class sessions. The Executive Committee consists of the class president, teacher, and chairmen of the class committees. The Membership Committee secures new members and visits absentees and sick. The Devotional or Spiritual Committee arranges for the devotional exercises, cottage prayer meetings, and gospel services for men or women where needed. The Social Committee introduces new to old members and plans for functions and entertainments. The annual class banquet is a recognized feature of such work. The Missionary Committee cares for the benevolent work of the neighborhood, and for some class work upon the foreign field, and brings regular information to the class of this work.

In large classes captains are sometimes appointed over groups of ten, to report regarding nonattendance, sickness, and nonemployment.

3. Activities

The activities of these classes cover a wide range of service, including athletics, employment, civic improvement, temperance agitation, hospital and institution visitation, providing for substitute teachers, support of students on the foreign field. The International

Sunday School Association publishes a pamphlet on "100 things 100 Organized Bible Classes are Doing."

4. Parents' Classes

A new and interesting feature of the Adult Department is the formation of mothers' classes and fathers' classes. The good point for the beginning of such classes is with fathers and mothers of the Beginners' and Primary Departments, for these are often in attendance with their children. As the children are promoted, organize new classes from the new crop of younger fathers and mothers.

5. Advertising the Class

Many of the members of the Adult class are salesmen and business men. They are putting the Adult class goods before the community in attractive forms. These forms can be found in The Adult Worker and His Work, and other adult books mentioned in this chapter.

A favorite plan is to institute a membership campaign, dividing the class into two bands for this purpose and setting a goal as to time and membership. Some classes regularly advertise the class in the local press to attract strangers, or by electric or other signs on the local school building.

6. Community Survey

A splendid plan is to institute a community survey, dividing up the community among the class, to get new members and ascertain the location of saloons, pool

rooms, and amusement places. To know the actual conditions will often start the classes toward community reforms and the supplying of wholesome community recreation. Members of the class should be in touch with the courts in order to become Big Brothers or Big Sisters to first offenders.

7. Class Federations

The Executive Committee of the classes or the officers of the department should plan for an annual parade of the Adult classes in federation with other Adult classes of the city or community. The very exhibit of the strength of these classes is a wholesome influence upon public officials and attracts others to the Sunday school.

8. Lesson Courses

There is now in the market a large variety of Bible courses, many of them brief, for Adult classes. The mere statement of the books available would make an impressive list. This list can be obtained by writing the International Young Men's Christian Association, 124 East 28th Street, New York city, the Student Young Men's Christian Association, 600 Lexington Avenue, New York city, and the International Sunday School Association, 1416 Mallers Building, Chicago, Illinois. The Bible should be at the heart of these studies, for it has been found from experience that this is necessary for the sustaining strength of a class organization.

III. Practice Work

Visit several of the best types of Adult classes within reach and make a report of the weakness and strength of the organization.

IV. Thesis

Outline the best form of class organization for the local church, including a list of class activities that should be undertaken in the community.

CHAPTER XII

THE HOME DEPARTMENT SUPERINTENDENT

I. Books for Study and Reading

1. *Required Book on Sunday School Organization.* One of the books named in Chapter I, page 10.

2. *Specialization Books.* One of the following:

The Home Department of To-Day. Stebbins. 25 cents.
Home Classes and Home Department. Hazard. 50 cents.

3. *Additional Material:*

The Home Department. Morris. 10 cents.
The Sunday School and the Home. Brown. 25 cents.
Home Training in Religion. McKinney. 10 cents.
Home and Family Worship Pamphlets. International Sunday School Association. 2 cents.
Home Department Blue Book. C. D. Meigs. 5 cents.
Timothy Stand-by. Clark. 50 cents.
The Recovery of the Home. Thwing. 10 cents.
The Child in the Normal Home. McCrimmon. 15 cents.

II. Method Material

The Home Department is for all shut-ins and shut-outs who cannot get to the school session. The requirement from such members is one half hour's study, weekly, of the Bible lesson in the Home Department

Quarterlies furnished by the school. This study is recorded on a visitor's card. The voluntary offering covers the cost of the quarterly and more.

The department is an outreach of the Sunday school into the community, an extension course of Bible study. It reaches the infirm, the old, the young mother, nurses, physicians, Sunday clerks, soldiers, policemen, railway employees, commercial travelers.

It has been demonstrated as a department that furnishes substitute and often regular teachers, builds into church membership and attendance, and adds steadily to the adult membership of the school.

It has a membership of nearly a million.

1. Organization

The Home Department requires a superintendent, secretary, treasurer, and visitors. For plans of effective organization and Home Department standards send to your denominational Sunday school headquarters for leaflets or to the State Sunday School Association.

It can be inaugurated by the distribution of membership application cards at the church service after the pastor has presented the privilege of the department, by a visitation of the homes of the church and Sunday school members, by the pastor's efforts to enroll his members for the Home Department during his calls, and by a visitation of neighborhood institutions from which members may be recruited.

A membership record book is required, also applica-

tion cards and the quarterly report cards for lesson study record. Birthday registry cards are desirable.

2. Visitors

A visitor is needed for each ten or more members, to visit the homes once a quarter with the new quarterly, gather up the record of the past quarter's work and the offering, to bring the social touch of the school to the home, and often to pray with the member who may be denied the privilege of attendance upon the church or Sunday school services.

It is usually best to divide the neighborhood into Home Department districts with a visitor for each district.

3. Family Worship Feature

One of the new Home Department plans is the effort to introduce family worship into the homes in connection with the daily Bible reading suggested in the Home Department Quarterly. The International Sunday School Association suggests a special record of these homes using cards of application that include the family worship feature. In aiding parents toward family prayer and the daily home reading of the Bible, Mr. William H. Ridgeway, of Coatesville, Pennsylvania, sends each week to the parents, by the hand of the scholar, a card giving the daily Bible readings for each day of the following week. This card is to be signed by the parents after the weekly reading and returned to the superintendent of Bible reading. Scholars sign their own Bible reading cards. In the

course of his appeal "to the folks at home" accompanying this card, Mr. Ridgeway says: "The object of this Bible reading is to introduce into the homes of the church members something in the way of family worship. Get used to hearing your own voice reading Scripture aloud. To offer prayer is but a short step farther. You know you ought to have family prayers. Here is a chance at a beginning."

4. Home Department Social

A quarterly or annual social of all Home Department members at the church or at some home, gives opportunity of bringing the membership together. The members will be glad to serve on committees to plan for this social, and the pastor and Sunday school superintendent can at those affairs come into contact with the Home Department members. Where the work is divided into districts each visitor may plan for a quarterly gathering of the members within the district, for a conference on the lessons, and necessary business, and a social time.

In one large Home Department in Los Angeles, California, where there were a number of members in one of the hospitals, flowers were sent by the department on special days to the hospital members.

5. Birthday Remembrance

Members of the Home Department have often passed the time of special birthday remembrance. For that very reason, the annual remembrance of the birthday by the Sunday school through letter or visit will be the

more appreciated. Forms of such birthday remembrances can be obtained from The Sunday School and the Home, or from Goodenough & Woglom Co., 122 Nassau Street, New York city.

6. Library Privileges

The Home Department visitor should see that library privileges are extended to the Home Department members. The school should have a special parents' library for this purpose. Lists of such books can be obtained from a leaflet prepared by Mrs. W. F. Heath and published by The Sunday School Times Company, Philadelphia, or from Mrs. Isaac F. Russell, 422 Greene Avenue, Brooklyn, New York. The Boys' Messenger Corps, or Boy Scouts, or Camp Fire or Sunshine Girls can be used in carrying these books to the Home Department members.

7. Home Department Day

This should be observed annually through a sermon by the pastor in the church service and by a special program in the Sunday school. Reserved seats should be arranged and a flower pinned on each member as a recognition. Mothers' Day is another occasion when the Home Department can be specially emphasized.

8. Parents' Department

An extension of the Home Department to include all parents, through a Parents' Department, is a recent plan, the purpose being to see that every parent is visited and definitely attached to the Home Depart-

ment, a fathers' or mothers' class, or a parents' association. This is a promising field for Home Department extension of plan and effort.

III. Practice Work

Take the work of a district visitor for a quarter, developing the social, Bible study, and devotional features of the work of the district members.

IV. Thesis

Write a plan for a Home Department social, or such an organization of the Home Department as will reach effectively the parents and others not attached to the Sunday school.

CHAPTER XIII

THE SUPERINTENDENT OF GRADING, PROMOTIONS, SUPPLEMENTAL AND HANDWORK

I. Books for Study and Reading

1. *Required Book on Sunday School Organization.* One of the books named in Chapter I, page 10.

2. *Specialization Books.* One of the following:

The Graded Sunday School in Principle and Practice. Meyer. 75 cents; postage, 8 cents.
The Church School. Athearn. $1.00.
Handwork in the Sunday School. Littlefield. $1.00.
Organizing and Building Up the Sunday School. Hurlbut. 65 cents, postpaid.
The Efficient Sunday School. Cope. $1.00.
The Sunday School Organized for Service. Lawrance. 75 cents.
How to Conduct a Sunday School. Lawrance. $1.25.

3. *Additional Material:*

The Sunday School Graded. McKinney. 10 cents.
The Graded Lessons. Fergusson. 10 cents.
Manual Methods of Sunday School Teaching. Hodge.
The Modern Sunday School. Cope. $1.00.
Promotion Exercises. Smith and Lamar. 5 cents.
Promotion Exercises. Dietz. 5 cents.
Supplemental Lessons and Hand Work. Methodist Board of Sunday Schools.
Bible Drills. Moninger. 10 cents.
Primary, Junior and General Manual on Introduction and Use of the Graded Lessons. Methodist Book Concern.

In the chapter just preceding we have considered the training of superintendents for the various school departments. The department plan makes necessary the appointment of some one who shall assign the scholars under the graded plan, coordinate the educational work of the departments, arrange for promotion and promotion exercises and the supplemental and handwork of the pupils. Such a superintendent may combine this work with that of an assistant superintendent, where the school officers are few in number, but the work itself should be definitely prepared for by the student training to become such an officer.

II. Method Material

1. Grading the Scholar

We have already stated that in the smallest school there should be at least one class that should represent the department plan. For instance, a class of those nine to twelve for the Junior Department; a class of thirteen to sixteen for the Intermediate. The assignment of a scholar will therefore follow these general department lines in a small school.

In the larger school the classes will be divided into department classes for boys and girls; and if the size of the school permits, into classes of boys and girls for each year of the department life.

In some communities the assignment to classes is made on the basis of the grade of the scholar in the public school. This is the ideal toward which the Sunday school is gradually working. In a voluntary

attendance, friendship and acquaintance have to be considered in assignment of scholars, and this is ordinarily accomplished within the department requirements as to age.

In some schools the boys and girls are classified into high school and business classes after passing fourteen. The natural association of pupils outside of the school is, for the middle and later teens, much to be preferred as a basis of assignment to any arbitrary grading plan.

2. Promotions

(a) Necessity. All well-ordered schools, small or large, plan for an annual promotion day. Scholars are promoted, with appropriate exercises, from department to department, or from class to class in the small schools, and in the larger schools from grade to grade within the department. This annual promotion day, as in the public school, becomes an objective toward which scholars and teachers work.

(a) Basis. In some schools scholars are promoted on the basis of merit, following an examination on the year's work. The usual plan is for all scholars to be advanced at the close of the year, giving a certificate to all, but adding an honor seal for those who have done meritorious work. This special work may consist of diligence in the regular lessons, or some form of hand or supplemental work, the plan for such work being duly explained in each department in advance.

(c) Promotion Certificates. These can be obtained from denominational or other Sunday school supply

houses. They are prepared, usually, for promotions from department to department, while some cover the grade promotions as well. They are to be signed by the school and department officer or teacher, and should be tied in the International Department colors, say green and white for the Elementary Division, blue and white for the Secondary, and red and white for the Adult, or in the school colors where such colors have been adopted.

(d) Time. Children's Day in June or the last Sunday in September or first Sunday in October are the days usually chosen for promotion. The September date has the advantage of holding the class together over the summer period for a good start in the fall.

(e) Exercises. They should be dignified, as in the public school, and should emphasize the work accomplished during the year.

To the exercises the parents and friends may be invited through printed invitations. Floral, banner, flag, and department decorations should be used, and a graduation arch, trimmed appropriately, through which scholars should march to receive their promotion certificates.

In Mr. Lawrance's school, at Toledo, Ohio, there are seven such arches used, corresponding in color to the years of honor-getting. Seals are added to the Raikes diploma given by that school for each year, and carnations presented to the scholars. An evening is given to the service.

In some schools the morning church service is used, the classes or departments, in the presence of the con-

gregation, responding with the special drill work on the Bible books, divisions, sub-divisions, Bible characters, recitation of hymns, psalms, verses. Bibles are frequently given the Primary children on these occasions.

The handwork done by the scholars and their graded books should be put on exhibition for parents' inspection.

In some schools the public school plans are followed, including a class poem, essay on some Bible subject or character, an address by the pastor or superintendent, a valedictory, a welcome from a representative of the new class or department, the class history written up in an attractive way, a class roll call, and presentation of certificates, the class standing. For separate department exercises this is an ideal method. Ecclesiastes 12 and Psalm 118 furnish excellent material for promotion day use.

The country Sunday school can easily adapt some of these plans.

For the Promotion Day exercises in the Elementary Division the following will suggest some of the things covered in the supplemental work or Graded Lessons: Beginners: Scripture verses and song on God's love, God's care, giving, obedience, kindness; praise, verse and song; thank-you verse and song; Jesus' invitation to children; simple morning and evening prayer; grace at meals; Easter and Christmas song.

Primary: Memory texts; Christmas and Easter story and song; Missionary verses and song; Temperance motto and song; texts on giving; Hymn, "I think when I read that sweet story of old"; hymn, "America,"

one verse; The Lord's Prayer; Golden Rule; Twenty-third Psalm; Two Great Commandments; morning and evening prayer; grace at meals; verses on God's house, day and book.

Junior: Drill work in finding references, divisions, and books of Bible; repetition of Psalms 1, 100, and 121; names of apostles, Commandments, Beatitudes, Doxology, Missionary characters and hymns, Temperance mottoes and pledge.

3. Supplemental Work

This covers progressive drill and memory work through the various departments, to relate the scholar to Christ, the home, service. In the preceding Chapters on the department superintendents this supplemental work is outlined. Fuller information can be obtained from the supplemental leaflets furnished by the International Sunday School Association (1416 Mallers Building, Chicago), the Board of Sunday Schools of the Methodist Episcopal Church (58 East Washington Street, Chicago); the Nova Scotia Sunday School Association (Halifax, Nova Scotia); Christian Publishing Co., Cincinnati, Ohio; Supplemental Bible Question Course by John B. Smith, Sunday School Times Co.

This supplemental work, covering drills in Bible texts, hymns, etc., is largely provided for in the Graded Lessons, and is taught as a part of those lessons. Where the Uniform Lessons are used this supplemental work should be taught by the teacher or from the platform in five to ten-minute lessons. Scholars

enjoy this work very much. It is absolutely essential to a systematic knowledge of the Bible.

There should be some examination upon it quarterly or at the end of the Sunday school year, and the scholar's proficiency should be recognized by an honor seal attached to the promotion certificate.

4. Handwork

Handwork is the expression of the lesson and Bible truth through map-making, model-forming, compilation of scrap and notebooks, and decorative and illustrative work, so that the Bible lessons become real to the scholar. In the public school, scholars are accustomed to this work. It is a large factor in dignifying and making interesting lesson facts and truths.

The book by Mr. Littlefield, Hand Work in the Sunday School, should be carefully studied, as well as Manual Methods of Sunday School Teaching, by Richard Morse Hodge. The Bible lands will be brought near as the scholars sketch the maps of the country and mold relief maps and make models of an Oriental house, lamp, wells, tomb, water bottle, tabernacle. Book-covering and illustrated stories of Bible characters and events become fascinating work. A valuable list of supplies and where obtainable can be found in Leaflet No. 15, Board of Sunday Schools (Chicago).

The Graded Lessons provide for a certain amount of this handwork. An annual exhibit of the work in the various departments will become an event in the school year.

A manual room should be provided, furnished with above-named materials. To this room classes can be brought for special instruction.

III. Practice Work

The student preparing for this important work may, as practice work, do the supplemental drill work in one of the school classes or departments for a month, or direct a class in the handwork for the term.

IV. Thesis

Outline a supplemental course for each department of the school, or make a program for promotion day exercises.

CHAPTER XIV

THE SUPERINTENDENT OF OFFICER AND TEACHER TRAINING

I. Books for Study and Reading

In every school there should be one or more students in preparation for service as officers or teachers. Where the size of the school permits, these students should be grouped in a training class. The pastor, superintendent, a public school principal or teacher, or any intelligent teacher, may become the leader of such a class. Suggestions as to the conduct of this class will be found in this chapter.

The list of books has been made more full than usual in these chapters as an aid to those who may wish to build up a workers' library for circulation. For a complete library the other books named in these chapters should be added.

1. *Required Book on Sunday School Organization.* One of the books on Sunday School Organization suggested in Chapter I, page 10.

2. *Specialization Books.* *(a)* One of the following:

Guide for Teachers of Training Classes. Slattery. 50 cents; postage, 8 cents.
Training of Sunday School Officers and Teachers. McElfresh. 75 cents; postage, 8 cents.
Sunday School Teacher Training. Hamill. 50 cents.
The City Institute for Religious Teachers. Athearn. 75 cents.
The Teacher Training Class. McElfresh. 10 cents.

Talks with the Training Class. Slattery. 25 cents; postage, 3 cents.

(b) The denominational teacher-training course or one of the following standard courses:

Teacher Training Lessons. Hurlbut. Paper, 30 cents, postage, 4 cents; cloth, 50 cents, postage, 5 cents.
Training the Teacher. Schauffler, *et al.* 50 cents.
Preparation for Teaching. Oliver. 25 cents; postage, 4 cents.
Legion of Honor Course. Hamill. 25 cents.
First Standard Manual of Teacher Training. Barclay. 70 cents, prepaid.

3. *For Additional Reading, or for a Workers' Library:*

Sunday School History:

Evolution of the Sunday School. Cope. 75 cents.
Sunday School Movements in America. Brown. $1.00.
Yale Lectures on the Sunday School. Trumbull. $2.00.
Origin and Expansion of the Sunday School. Trumbull. 30 cents.
Sunday School Organization and Management, see Chapter I and Chapter III.

Elementary Division:

The Elementary Worker and His Work. Jacobs-Lincoln. 50 cents; postage, 5 cents.
The Junior Worker and His Work. Robinson. 50 cents; postage, 5 cents.
How to Tell Stories to Children. Bryant. $1.00.
Telling Bible Stories. Houghton. $1.25.
Stories and Story Telling. St. John. 50 cents.
After the Primary, What? McKinney. 50 cents.
Kindergarten Bible Stories. Cragin. $1.25.
Lessons for Teachers of Beginners. Danielson. 75 cents.
Primary Department Programs. Thomas. 75 cents.
Misunderstood Children. Harrison. $1.00.

The Study of a Child. Taylor. $1.25.
Training of Children in Religion. Hodges. $1.50.
The Development of a Child. Oppenheim. $1.25.
Studies in Childhood. Sully. $2.50.
A Study of Child Nature. Harrison. $1.00.
Child Nature and Child Nurture. St. John. 75 cents.
The Unfolding Life. Lamoreaux. 75 cents.
The Individual in the Making. Kirkpatrick. $1.25.
Children's Ways. Sully. $1.25.
Fundamentals of Child Study. Kirkpatrick. $1.25; postage, 10 cents.
Picture Work. Hervey. 30 cents.
Love and Law in Child Training. Poulsson. $1.00.
The Moral Condition of the Child. Wright. 75 cents.
The Teacher and the Child. Mark. 75 cents.
Fireside Child Study. DuBois. 75 cents.
The Child. Tanner. $1.25.
Seeing Truth. Woolston. 60 cents.
The Dawn of Character. Mumford. $1.25.
The Primary Teacher. Van Marter. 50 cents.
The Child's Religious Life. Koons. 75 cents.
The Child and His Religion. Dawson. 75 cents.
The Coming Generation. Forbush. $1.50.
The Century of the Child. Helen Key. $1.50.
The Book and the Child. McFarland. 5 cents.
Preservation versus Rescue of the Child. McFarland. 5 cents.
The Study of a Child. Taylor. $1.25.
As the Twig is Bent. Chenery. $1.00.
Primary Manual for Teachers of Graded Lessons. Thomas. 50 cents.
Junior Manual for Teachers of Graded Lessons. Baldwin. 50 cents.

The Secondary Division:

The Intermediate Worker and His Work. Lewis. 50 cents; postage, 5 cents.
The Senior Worker and His Work. Lewis. 50 cents; postage, 5 cents.

The Spirit of Youth and the City Streets. Addams. 50 cents; postage, 10 cents.
Handwork in the Sunday School. Littlefield. $1.00.
Adolescence. Slaughter. 75 cents.
Farm Boys and Girls. McKeever. $1.50.
Youth. Hall. $1.50.
The Girl and Her Religion. Slattery. $1.00.
Just Over the Hill. Slattery. 75 cents.
The Girl in Her Teens. Slattery. 50 cents.
Training the Girl. McKeever. $1.50.
How the Boy was Lost. Cowgill. 50 cents.
The Boy and the Church. Foster. 75 cents.
The Boy and the Sunday School. Alexander. $1.00.
The Boy and His Gang. Puffer. $1.00.
Boy Life and Self-Government. Fiske. $1.00.
The Boy Problem. Forbush. 50 cents; postage, 10 cents.
Boys' Self-Governing Clubs. Buck. 50 cents.
The Contents of the Boy. Moon. $1.00.
Marching Manward. Beck. 75 cents.
A Boy's Religion. Hughes. 50 cents.

The Adult Division:

The Adult Worker and His Work. Barclay. 50 cents; postage, 5 cents.
Adult Class Study. Wood. 75 cents.
The Religion of a Mature Mind. Coe. $1.35.
The Manhood of the Master. Fosdick. 50 cents.
The Call of the World. Doughty. 25 cents.
The Social Aspect of Foreign Missions. Faunce. 60 cents.
The Social Creed of the Churches. Ward. 50 cents.
The Church a Community Force. Tippy. 50 cents.
The Adult Bible Class. Pearce. 25 cents.
Adult Bible Classes. Hall-Wood. 25 cents.

General for Teachers:

The Meaning of Education. Butler. $1.00.
Moral Education. Griggs. $1.60.

The Psychological Principles of Education. Horne. $1.40.
The Art of Questioning. Horne. 5 cents.
The Efficient Life. Gulick. $1.20.
How to Keep Order. Hughes. 15 cents.
Principles and Methods of Moral Training. Welton and Blandford. $1.10.
How to Study and Teaching How to Study. McMurray. $1.25.
Principles of Religious Education. Butler, *et al.* $1.00.
General Manual for Teachers of Graded Lessons. Meyer. 50 cents.
A Brief Course in the Teaching Process. Strayer. $1.00.
Starting to Teach. Foster. 40 cents; postage, 3 cents.
Devotional Life of the Sunday School Teacher. Miller. 50 cents.
Learning to Teach with the Master Teacher. Marquis. 35 cents.
Ten Don'ts for Sunday School Teachers. Wells. 25 cents.
Art of Questioning. Fitch. 10 cents; postage, 2 cents.
Art of Securing Attention. Fitch. 10 cents; postage, 2 cents.
Secrets of Sunday School Teaching. Pell. $1.00.
The Teachers' Candlestick. Slattery. 35 cents.
Living Teachers. Slattery. 35 cents.
The Seed, the Soil, and the Sower. Slattery. 35 cents.
How to Plan a Lesson. Brown. 50 cents.
The Method of the Recitation. McMurray. 90 cents.
Lesson Building. Palmer. 35 cents.
Knowing and Teaching the Scholar. Schauffler. 50 cents.
The Teacher, the Child, and the Book. Schauffler. $1.00.
The Blackboard Class. Darnell. 25 cents.
Teacher Training with the Master Teacher. Beardslee. 50 cents.
Chalk; What We Can Do With It. Wood. 75 cents.
Pictured Truth. Pierce. $1.00.
Pencil Points for Preacher and Teacher. Pierce. $1.00.
Crayon and Character. Griswold. $1.00.
Studies in the Art of Illustration. Wells. $1.25.
The Teacher That Teaches. Wells. 50 cents.

Guideboards for Teachers. Hall. 50 cents.
The Pupil and the Teacher. Weigle. 50 cents; postage, 10 cents.
Teaching and Teachers. Trumbull. $1.25.
The Seven Laws of Teaching. Gregory. 50 cents.
The Point of Contact in Teaching. Du Bois. 75 cents.
Unconscious Tuition. Harvey. 15 cents.
Elements of Religious Pedagogy. Pattee. 75 cents.
The Pedagogical Bible School. Haslett. $1.25.
Principles of Character Making. Holmes. $1.50.
The Ethical Sunday School. Sheldon. $1.25.
Individual Work for Individuals. Trumbull. 50 cents.
Education in Religion and Morals. Coe. $1.35.
The Making of a Teacher. Brumbaugh. $1.00.
The Natural Way in Moral Training. Du Bois. $1.25.
Talks to Teachers. James. $1.50; postage, 12 cents.
Practical Pedagogy in the Sunday School. McKinney. 50 cents.
Primer on Teaching. Adams. 20 cents; postage, 2 cents.
From One to Twenty-one. Murray. 15 cents.
The Unfolding of Personality. Mack. $1.00, net; postage, 8 cents.
Educational Evangelism. McKinley. 50 cents.
Practical Evangelism. Burgwin. 50 cents.
The Vocational Guidance of Youth. Blomfield. 60 cents.
The Sunday School Teacher at His Best. McKinney. 50 cents.

The Bible:

The Worker and His Bible. Eiselen-Barclay. 50 cents.
Beacon Lights of Prophecy. Knudson. $1.25.
How We Got Our Bible. Smyth. 50 cents.
The History of the Hebrews. Sanders. $1.00, net; postage, 8 cents.
Oriental Social Life. Trumbull. $1.50.
Makers and Teachers of Judaism. Kent. $1.00, net; postage, 8 cents.
The Use of the Bible in the Education of the Young. Raymond. $1.25.

Christian View of the Old Testament. Eiselen. $1.00.
Prophecy and the Prophets. Eiselen. $1.50.
The Representative Men of the New Testament. Matheson. $1.00.
The Representative Women of the Bible. Matheson. $1.00.
The Life of Christ. Stalker. 60 cents.
The Days of His Flesh. Smith. $2.00.
The Bible and Life. Hughes. $1.00.
Historical Geography of the Holy Land. Smith. $3.75.
New Testament History. Rall. $1.50.
The Bible as Literature. Wood and Grant. $1.50.
The Bible, Its Origin and Nature. Dods. 50 cents; postage, 10 cents.
A Short Introduction to the Literature of the Bible. Moulton. $1.10.
Life of Saint Paul. Stalker. 60 cents.
Studies of the Portrait of Christ. 2 vols. Matheson. $2.00.
The Men of the Gospels. Hough. 50 cents.
Bible Dictionary. Hastings. $5.00.
Bible Commentary. Dummelow. $2.50.
The Bible, Its Origin, Its Significance and Its Abiding Worth. Peake. $2.00.

II. Method Material

The student preparing to become a trainer of others should put himself in touch with the teacher training superintendent for the county, State, or provincial Association, and secure the leaflet literature furnished by the Association.

He should also correspond with the Sunday School Department of his denomination and procure their literature concerning teacher or officer training.

He should ascertain if there is a village or community training school to which Sunday School workers may go for training.

He will learn in these ways what is a first standard course and an advanced course and the specialization books applicable to each department of the school for reading or study.

He can procure from the State Association office or from the public library, without cost, for a limited time, the specialization books or those for regular study.

He should attend the district, county, or State convention, and especially the section on teacher or officer training. He should subscribe for the State Association paper to know what is going on in teacher training in his own State.

1. Training of Present Workers

His work involves the assistance of officers and teachers who have not had special training, by—

(a) Placing in their hands books relating to their special work, for reading and return, to give vision and method.

(b) Planning for a week-night meeting of those now teaching, for a simple course on psychology and methods of teaching, or a special Bible course. A chapter of some good book on teaching may be read weekly and discussed and applied to the current lessons.

(c) Guiding those now teaching through the regular State or denominational course, or the reading course suggested for the departmental workers.

2. The Selection of New Material

The most promising material for future officers and teachers must be found among the young people from

sixteen to twenty-three years of age, the younger the better. At sixteen young people are anxious to be of service. If they can elect the line of service, they will be more than glad to prepare.

These young people may be selected from present classes by a committee consisting of the pastor, superintendent, and the training supervisor or teacher. Or a class just as promoted into the Senior Department, at sixteen to seventeen, may itself become a training class, employing their present teacher for the new work and using one of the courses suggested above.

3. Registration

When the training class is formed the names of scholars and teacher should be forwarded to the State Sunday School Association and the denominational Sunday school secretary, that it may be duly registered and a certificate furnished, to be framed and hung up in the classroom.

4. Time of Study

For the young people in preparation the best time for the training class study is during the Sunday school session. If possible, a classroom should be furnished or a corner screened off, and some extra time given to the class study, in view of the important character of the work.

5. Elective Work

Not all young people will desire to teach. Some prefer executive work, such as the work of assistant superintendent, department superintendent, secretary,

treasurer, librarian, chorister, or important committee work. The material for this elective work is suggested in these leadership training lessons. The class can together take up the foundational book on the Sunday school and then individually study the elective work, whether for teachers or officers.

6. Practice Work

After doing the foundational work the class should have opportunity for practice and report. It is a good plan to do this once a month, or, if the course is completed, the practice work may be done on one Sunday and the work reported and tactfully criticized the following Sunday. In this way confidence will be obtained, and teaching or official faults corrected in those preparing for service.

7. Examination

Before passing upon the qualifications of the student the supervisor will see that the examination papers upon the course, as required by the denominational or State officials, are sent for and put into the students' hands, especially in the case of those desiring to be teachers. The training course for officers is so new that States and denominations may not issue such examinations. In that case the supervisor should require a thesis or paper from the student, as outlined in these leadership lessons.

8. Recognition

The supervisor should see that certificates are issued to all successful students with a specialization seal

showing the office trained for. These certificates should be presented publicly by the pastor, as a proper recognition of the preparation of those who are to carry on the teaching or official ministry of the church.

III. Practice Work

The one in training as training superintendent should teach a training class for a month, or visit a successful training class and report the plans with criticisms.

IV. Thesis

The paper will be an outline of the training course required of students, the number of lessons in a standard course, on each of the four subjects of "Sunday School Organization," "The Bible," "The Teacher," and "The Child."

CHAPTER XV

THE SECRETARY

I. Books for Study and Reading

1. *Required Book on Sunday School Organization.* One of the books named in Chapter I, page 10.

2. *Specialization Books.* All of the following:

Sunday School Records, Reports, and Recognitions. Fox. 50 cents.

Modern Methods in Sunday School Work. Mead. 50 cents, net; postage, 10 cents.

The Superintendent and His Work. Chapter on Secretary. Brown. 50 cents; postage, 5 cents.

The Secretary and His Assistants. McKinney. 10 cents.

3. *Additional Material:*

Getting and Holding. Hamby. 50 cents.

How to Increase Attendance. Stowell. 10 cents.

II. Method Material

The secretary's work is vastly more than counting the number of officers, teachers, and scholars present and reporting the facts to the superintendent or school. He sustains very vital relations to every part of the school machinery. A good secretary can double the efficiency of the superintendent. By his courtesy and

good cheer, and his grasp of the work, he can be a school builder.

His work involves four relationships, as follows:

1. His Relationship to the Scholar

(a) He puts the first touch upon the new scholar's life. The scholar is the new customer to be welcomed, atmosphered, and turned into an advertising agent for the school. A handshake, a word of cordial welcome, a smile, will go far in dissipating the feeling of strangeness. A welcome letter should be sent the scholar in the week following admission.

(b) The record of the scholar, preferably in card form in line with present-day methods, should include the scholar's previous Sunday school, names of parents, church relationship, birthday, age, and public school grade or business relationship. On the reverse of this entry card record should be made of the scholar's yearly attendance and progress in the school, school honors attained, and discharge through removal or death.

(c) The absent scholar should be followed up by an absentee secretary or by the regular secretary by use of a follow-up system. Some schools send an absentee postcard to the scholar upon one Sunday's absence. The second week the teacher or the visiting committee calls. The third week's absence is referred to the superintendent who calls or writes. No scholar should be discharged from the records without a good reason being given on the cancellation card, this reason receiving an O. K. by the superintendent as sufficient.

(d) The Scholar's Birthday. It is quite the custom now for secretaries to keep a birthday card index of the scholars, and to send, over the signature of the superintendent, a birthday letter or card, or both. This is one of the very best methods of promoting the scholar's attachment to the school.

(e) If the scholar dies, the name may be entered upon an "In Memoriam" roll to be kept displayed. If the scholar removes, a card of introduction to the school near the new home will be of value.

2. The Secretary's Relationship to the Teacher

(a) He should send a letter notifying the teacher of election, welcoming to the school fellowship, and should give instructions regarding method of school marking and date of teachers' meetings. He should post the superintendent as to the teacher's birthday, so that the superintendent can personally remember the teacher by a birthday letter.

(b) The teacher should receive, upon election, a complete list of scholars' names and addresses so that proper visitation of the scholars may be made.

(c) The secretary will conserve the teacher's best work by gathering up the class records and offering at a time and in a way that will not disturb the teaching work.

3. The Secretary's Relationship to the Home

(a) When a new scholar is received a letter should be sent to the parents noting the reception and inviting the parents to cooperate by teaching the memory work

required, and by joining one of the Bible classes or the Home Department.

(b) The scholar's entry card will show whether the parents are church members or not and where. If they are members of a distant church, the secretary should give the names to the pastor. If not church members, the secretary can do a fine service by sending the parents' name and address to the teacher of the men's or women's class, or to some adult member of the school living near the newcomers, so that they may be visited and properly welcomed.

(c) The parents should be invited by card to all special day functions of the school.

4. The Secretary's Relationship to the School

(a) The secretary should post the weekly school record as to attendance, Bible-bringing, perfect class attendance, etc., on blackboard or registry board. Calling the roll of the teachers in the school session is an obsolete plan.

(b) Notification of teachers' monthly meetings should be given. The secretary's report at such meetings should contain some live statistical facts as to school progress, class attendance improvements, new scholars, cancellations, and class organizations.

(c) Where the school can afford it, or the expense can be cared for by advertisements, the secretary may edit a monthly school paper giving reports of interesting work in classes or departments, school events, and plans. The secretary should also inform the local press of these facts.

(d) The secretary may register the school visitors, where a special committee is not appointed for this purpose, and send a card of welcome to such visitors.

(e) Record systems differ widely according to the size of the school. Any system should include weekly, quarterly, and yearly summary of class and school statistics, covering attendance, offering, new and discharged scholars, Bible record, banner or star classes, deaths, visitors.

The class records are kept in an increasing number of schools in card form, one card for each scholar. In case of removal or discharge the card can be filed away. These cards frequently provide for facts other than attendance, such as Bible study or memorization, church attendance, "on time" attendance.

III. Practice Work

Assist the school secretary for a month, and visit another school and report concerning the secretarial plan of that school with criticisms.

IV. Thesis

Write out a proper follow-up plan for school absentees, or a proper secretarial plan for the local school, or an adequate plan for securing and holding the scholar.

CHAPTER XVI

THE TREASURER

I. Books for Study and Reading

1. *Required Book on Sunday School Organization.* One of the books named in Chapter I, page 10.

2. *Specialization Books.* One of the following:

Church Finance. Agar. 50 cents.
Sunday School Reports, Records, and Recognitions. Fox. 50 cents.
The Sunday School Superintendent and His Work. Chapter XIV. Brown. 50 cents; postage, 5 cents.
The Treasurer and the Librarian. Wells. 10 cents.
The Way to Win (Chapter 8). Fisher. 50 cents.

3. *Additional Material:*

Modern Methods in Sunday School Work. Mead. 50 cents, net; postage, 10 cents.

II. Method Material

Hear the pennies dropping,
Listen while they fall,
Every one for Jesus,
He will get them all.

No wonder that the children brought up on this standard of giving believe that Jesus should get the pennies, and the moving-picture shows the nickels.

We have cheapened our proposition by this penny song, and the result of this wrong education is found in the large number of pennies which find their way in later life into the church collection.

What we put into the life of the Sunday school to-day will reappear in the church of to-morrow. And in the realm of finances the Sunday school has a large service to render the future by heightening the standard and motive of giving, by putting self and prayer into the gift, and by so explaining the objective of the gift that the giving will be intelligent.

1. The Treasurer

This office, wherever possible, should be separated from that of the secretary. The different school funds should be separately entered and reported. Any of the Sunday school supply houses can furnish proper treasurer's books. These forms can be found in Fox's book Reports, Records, and Recognitions. Vouchers should be obtained for all payments and the funds paid out on the O. K. of the Finance Committee.

The treasurer should present monthly, quarterly, and annual reports to the school. The weekly offering, in comparison with the previous year and showing the average gift per scholar, should be posted on the bulletin board.

He will need to be patient and tactful, for the average teacher is not a bookkeeper, and there may be occasional differences between the entry in the class-book and the actual cash.

A report to the scholar at certain intervals showing

just how the money has been expended, will be valuable.

2. The Envelope Plan

A great many schools are now adopting the plan of weekly duplex envelopes for the scholars' giving, and the results are usually very satisfactory. By this plan the scholar gives for the Sunday when absent, missions and other benevolences are regularly remembered, and the giver is being educated to future regularity in church giving. This gives the treasurer a little more work as compared with the old plan, but the gains are considerable.

3. Church Support of School

As the Bible-teaching service of the church the Sunday school is entitled to the support of the church, just as any department of the service. In one sense it is unfair to ask the Sunday school constituency, who may be members of the church as well, to bear the burden of Sunday school support. Some day, when the church has come to a right appreciation of the place of the Sunday school so that it will provide generously for its support, we may leave this question to the church to settle. For the present, however, the average official board could hardly be trusted to provide adequately for the Sunday school needs and the Sunday school must continue to meet its own bills from its own funds, instead of directing its funds into the church treasury. To encourage a closer working relationship, however, between school and church, the

church budget may provide for some appropriation for the school, the school, on the other hand, including in its budget something for the church.

4. The School Budget

Business methods should characterize the school finances. A budget of receipts and expenses should be presented at the beginning of the school year and adopted. If a school has separate departments, their receipts and expenses should be apportioned so that each will feel the responsibility of raising its share of the budget and be assured of the needed expenditures to maintain the department at its best. The larger proportionate share of the income-raising should, of course, fall to the Senior and Adult Departments. A special letter to the parents of the younger children explaining the purposes of the school offerings will be helpful in securing their intelligent cooperation.

5. Principle of Giving

Scholars should early be trained to give from right motives, from love of Christ and others, and not for value received in some material things. The plan of running Sunday school fairs and affairs for the current expenses of the school, and of imposing tickets for these things upon the homes and tradesmen of the neighborhood, is vicious in principle. It is wrong education for the children. It brings upon the church well-merited criticism from those who may not be in sympathy with such plans of church and Sunday school support. Personal sacrifice in giving will bring its own

reward of joy, and giving for Christ's sake is that which will give value and effect to the gifts.

6. Special Offerings

Causes which call for a special offering should be carefully explained, that the giving may be intelligent. Special envelopes should be distributed on the Sunday previous to the date of the offering. The school's special days, such as Easter, Children's Day, Rally Day, and Christmas, have, usually, their special offerings for special objects.

7. Missionary Offering

A principle in such giving is that scholars should give to missionary and other benevolences at least as much as to the school support. This should be done through a weekly pledge by the scholars although the offering may be publicly turned in through the class envelope only monthly, or quarterly, or even annually on Easter Day.

Programs to stimulate such giving may be obtained at the Missionary Education Movement, 156 Fifth Avenue, New York city, or of the denominational headquarters.

The scholars too should realize that as their money represents the results of bodily toil, so the offering for missions should represent the investment abroad of just that much of their life.

Another important factor is to train the scholars to pray, as well as to pay, for the missionary cause and

for the particular object for which the money may be designated.

A last factor is to encourage the offering of the life as the best gift to missions, by life stories of heroic missionary souls, by suggesting books and distributing leaflets, by praying publicly that young people may go forth from the particular school for missionary service, and by seeking for probable material for such service in the school. This last work, of course, belongs to the Missionary Committee.

III. Practice Work

Act for a month as assistant to the treasurer and prepare the school report in a way to attract attention.

IV. Thesis

Outline a financial plan for the local school on the basis of the suggestions in Section I of this chapter.

CHAPTER XVII

THE LIBRARIAN

I. Books for Study and Reading

1. *Required Books on Sunday School Organization.* One of the books named in Chapter I, page 10.

2. *Specialization Books.* One of the following:

The Sunday School Superintendent and His Work, Chapter XIV. Brown. 50 cents; postage, 5 cents.

The Treasurer and the Librarian. Wells. 10 cents.

3. *Additional Material:*

Modern Methods in Sunday School Work. Mead. 50 cents, net; postage, 10 cents.

Sunday School Reports, Records, and Recognitions. Fox. 50 cents.

II. Method Material

Admittedly, the public library and the public school library have very largely taken the place formerly occupied in good measure by the Sunday school library. In many places it is unwise and unnecessary for the Sunday school to compete with such libraries. Rather should there be a spirit of cooperation with them.

In many States the public library cooperates heartily with the Sunday school by sending a scholars' or teachers' traveling library of excellent books for use

for a limited period, these to be replaced by others as required. This diminishes the cost locally and serves the community in a better way than the old plan. The old style Sunday school library in the large cities is not now used, although by a careful selection of wholesome books Sunday schools in cities are rendering a splendid service. The Halsted Street Methodist Sunday School, of Chicago, the Emmanuel Baptist Church Sunday School, of Albany, New York, and the Baptist Sunday School of Somerville, Massachusetts, have good examples of effective libraries, the latter school maintaining a library of four thousand books.

There is certainly a field in the Sunday school for a strong missionary library and for a special library for parents and teachers.

1. The Library Committee

The committee should have a representative from each department of the school. Any book selected should have the O. K. of at least two members of the committee. The books should be selected and added to the library list monthly, rather than to add a large number at any one time. This will enable better selection of books. A library appropriation should be made from the school budget at the beginning of the school year, a certain amount to be spent monthly.

2. The Librarian

Ladies make good librarians. The librarian should know something about each book, and be able to suggest the right book to parent, scholar, or teacher with a

few words about the contents, as the title is not always a true index.

3. Library Plans

The books should be catalogued by departments or ages and, if possible, classed under sections such as: General Reading, Missionary, Officers and Teachers, Parents' and Home Department. It would be well if the general reading were subdivided into history, biography, fiction, etc.

The additions to the library should be posted on a bulletin and occasionally mentioned from the platform, with a brief statement of contents.

The simplest library plan is to have a separate vertical compartment for each book, numbered the same as the book. A duplicate card is prepared for each scholar, one card with number of book and date, going with the book to the scholar, and the duplicate showing name and date filed in the compartment or in an alphabetically arranged filing rack.

If possible, a library room should be provided where young people can come evenings for reading and quiet games. Magazines should be provided for such evenings.

4. Officers' and Teachers' Section

So many books for the help of Sunday school workers have been produced in the last fifteen years that it is difficult to make the right selection. As the result of inquiries addressed to nearly two hundred Sunday school experts in America, the Illinois Sunday School

Association, 1418 Mallers Building, Chicago, Illinois, has prepared a list of seventy-three books on Sunday school history, management, organization, psychology, pedagogy, department problems and evangelism, in five one-foot sections, making a five-foot library in all. The first section is the simpler, and each section contains books for the various workers, so that a school can start with the first section, containing eighteen books and costing ten dollars, and can add additional sections as financially able. A simple statement of the purpose of each book is given with the list.

The Methodist Episcopal Board of Sunday Schools, 58 East Washington Street, Chicago, publishes a leaflet of one hundred best books for Sunday school workers. Other denominations issue similar catalogues.

When these books are secured the librarian should place them in the hands of the workers according to department or position in the school, with request that they be read and returned with a statement of at least one thing learned from the book for practical service. Another plan is to write on the fly-leaf of the book the names of the teachers to whom the book may be of interest and request that the book be passed on to the next on the list, after reading.

As suggested, the public library will be glad to secure for the use of the workers any good books, upon request.

5. Missionary Section

In the last ten years a missionary library of absorbingly interesting books has been built up. The

Missionary Education Movement has assisted largely in this. Every land is brought in this way close to the scholar, and inspiration provided for missionary giving and consecration to missionary service.

A splendid catalogue of such books, arranged for different ages, has been prepared by Mr. Delavan L. Pierson and published by the International Sunday School Association, 1416 Mallers Building, Chicago, Illinois. Copies can be procured from the State and provincial Sunday School Associations. The Missionary Education Movement, 156 Fifth Avenue, New York city, publishes sets of missionary books for Sunday school use. The denominational branches of the Missionary Education Movement also furnish lists.

A good way to introduce missionary books to the attention of scholars is as follows:

(a) Post a sketch of the book and a brief story of the contents.

(b) Tell a few facts to the point of absorbing interest, then inform the scholar where to get the book.

(c) Hold a library social, with brief papers by the scholars on books read. Scaled rewards for best papers can be given.

(d) Arrange for a Sunday school class gathering, weekly or monthly, at which scholars in turn will read a chapter of the book.

6. Parents and Home Department Section

One of the new departures of the Sunday school is the formation of libraries for parents. Mothers'

associations in connection with the Sunday school sometimes contribute the money for such libraries.

A splendid list of books for such a section of the school library has been compiled by Mrs. W. F. Heath, R. F. D. 2, Somerville, New Jersey. Mrs. Isaac F. Russell, 422 Greene Avenue, Brooklyn, New York city, has prepared an excellent list for the Elementary Grades Section of the Brooklyn Sunday School Union.

7. General Section

Lists of books for a good scholars' library can be obtained from the three schools mentioned earlier in this chapter or from the Church Library Association, Cambridge, Massachusetts. A splendid recommended list by Emma A. Robinson is issued by The Methodist Book Concern, Chicago.

III. Practice Work

Assist the school librarian for a month. During this time keep in circulation among teachers and officers the books adapted to their needs and increase the circulation of missionary books through use of plans suggested above.

IV. Thesis

Prepare a list of twenty-five books for an officers' and teachers' library and a list of fifty books for a missionary library for scholars and teachers.

CHAPTER XVIII

THE CHORISTER

I. Books for Study and Reading

1. *Required Books on Sunday School Organization.*

One of the books named in Chapter I, page 10.

2. *Specialization Books.* One of the following:

The Book of Worship in the Sunday School (with Leader's Manual) Hartshorne. $1.25, net; postage, 10 cents.
Worship in the Sunday School. Hartshorne. $1.25.
The Superintendent and His Work, Chapter IX. Brown. 50 cents; postage, 5 cents.
The Successful Sunday School Superintendent, Chapter VI. Wells. $1.00.
The Making of a Chorister. Meredith.

3. *Additional Material:*

Church Music. Lorenz. $1.00.
Musical Ministries in the Church. W. S. Pratt. $1.00.
Music in the Church. Lutkin. $1.00.
Story of the Gospel Hymns. Sankey. $1.50.
Thirty-four Memory Hymns and Their Stories. Wells. 50 cents.
Famous Hymns of the World. Sutherland. 50 cents.
Story of the Hymns and Tunes. Butterworth and Brown. $1.50.
A Guide to Music. Mason. $1.25.
Story of Music and Musicians. Lillie. 60 cents.

Messages of the Masters. Bradford. 65 cents.
Wonder Tales from Wagner, Told for Young People. Chapin, $1.25.

Elementary Grade Songbooks:

Carols. Leyda and Burgener. 25 cents; postage, 2 cents.
Childhood Songs. 30 cents.
Primary and Junior Songs for the Sunday School. Hill. 15 cents.
Little Branches. Nos. 1, 2, 3, 4. 15 cents each.
Children's Praises. No. 1. Tullar and Meredith. 35 cents.
Children's Praises. No. 2. Tullar and Meredith. 20 cents.
The Primary and Junior Hymnal. 35 cents.
Junior Hymns and Carols. Leyda and Burgener. 35 cents.
Special Songs and Service, Nos. 1 and 2. Kennedy. 45 cents.
Songs for Little People. Danielson and Conant. 60 cents.
Songs for Little Singers. Hall and Yale. 30 cents.
Motion Songs and Finger Plays, No. 1. 25 cents.
Beginners' and Primary Songs. Heidelberg Press. 25 cents.

Songbooks for School:

Sunday School Supply Houses will furnish samples of denominational and independent Sunday School Songbooks.
Inspiring Temperance Songs, No. 1. 10 cents.

II. Method Material

Sunday school music has a threefold value: (1) as a factor in religious education of the young, (2) as a means of attraction to the Sunday school sessions, (3) as an inspiration to life decision for Christ and for Christian service. Good music will require an enthusiastic leader, a good book, a set purpose, and right methods.

1. The Chorister

This may be the superintendent, or a man or woman with voice, snap, and ability for this work. A good voice is not always essential if there is ability to command results from the school. Cheeriness and commendation is essential. Scolding will kill real effort.

The chorister and superintendent should plan the selections together, that the hymns may bear upon the lesson objective of the day.

2. The Music Committee

This committee has a distinct service to render in the selection of the songbook, the upbuilding of the Sunday school orchestra, the discovery of voices in the classes capable of solo work, cooperation in promoting a Sunday school choir, arrangement of orchestral and Sunday school concerts, and cooperation with the chorister in providing music for the school's special days. The chorister should be chairman of the Music Committee.

3. The Sunday School Choir

Such a choir can materially assist in chants during the opening service, and by introducing new hymns, and through a special song, can give variety to the service. From this choir the church choir can draw material. The choir can practice after the school or upon a week night. A social meeting of the singers, occasionally, is helpful. Stories of composers, compositions, and a study of musical values are suggested

for the week-night meetings of the choir. At these meetings the choir may rehearse for a Sunday school concert or for a musical competition with other Sunday schools in a public affair, as is often done in city Sunday school associations. In some cities such choirs are frequently combined in a May Festival chorus, or for the singing of special compositions such as "The Messiah." The choir may be given some part in the morning church service.

4. The Pianist

The pianist or organist, if a good one, can double the effectiveness of the chorister. He should have a copy of the day's program so that due preparation may be made. It is not always necessary, especially with familiar hymns, that the verse and chorus should be played through. The interlude should keep in mind the necessity of starting well on the key. Rhythm and emphasis on the melody are essential.

Where the school has not an orchestra the prelude, the interlude, and the music of the closing prayer song following the benediction, while the school remains with bowed heads, will fall to the pianist. The "Amen" should be sung following this prayer postlude. After the prelude the school should bow in silent prayer.

5. The Orchestra

This is now a recognized feature of the Sunday school. Sometimes orchestras are paid. Usually they are made up of the young people of the school, both girls and boys. Some schools pay for the violins and

musical training of young people, in whole or part, on condition that they give their service to the school.

There should be weekly rehearsals. The school chorister may or may not be the orchestra leader. The orchestra may cooperate with the choir in a Sunday school concert.

The leader should have a copy of the program in advance, that the introductory music, the interlude, and postlude may be selected in harmony with the general plan for the day. Different music will be required for Decision Day than for a patriotic anniversary.

Frequently Sunday school songbooks are orchestrated. This should be taken into consideration in selecting the school book.

Good selections for the orchestra can be found in Root's Church Orchestra (E. J. Root & Sons, Chicago) and Root's Gems of Sacred Melody. Other suggestions are: "Swedish Melody" (Heler), "Andante" (Mozart), "How Great, O Lord" (Benedict), "Evening Hymn" (Steele), "Choral Prelude" (Hyde), "Meditation" (Steele), "Offertoire in G" (Bottman). Tullar and Meredith (New York) publish special Sunday school orchestrations.

6. The Song Book

This should be selected with reference to the needs of the school and the ages to be served. For the Primary Department a Primary songbook should be used. While there must be melody and swing, the productions of great composers, which include these qualities, should have a place, including some from

Handel, Haydn, Gounod, Mendelssohn, Rubinstein, Sullivan, and Dykes. The future musical taste of our young people is often developed by our Sunday school music. Without mentioning particular books, the denominational Sunday school hymnal should be examined, together with the books of independent publishers. Any Sunday school supply house will be glad to forward samples of such books.

7. Rules for Good Singing

These include good air, starting together, bright leading, silence before singing, readiness as to books, a good prelude. The words of some hymns should be learned by heart. Unfamiliar words should be explained. The story of particular hymns should be told to secure interest. Scolding should be avoided. Old hymns should alternate with the new.

8. Learning New Music

New hymns are sometimes thrown on a stereopticon screen for practice and some schools use this plan with old music as the scholars must front the platform and sing with uplifted heads if all are looking to a common point. New hymns are often practiced on a week evening by the school, or for the first ten minutes of the session on Sunday.

The words of a new song should first be read over. Then the melody may be played once or twice. Then sing with confidence. Or the choir or some class which may have previously rehearsed the song may sing the selection or they may sing one verse and the school

the next, or some one can sing the verse as a solo. It is good to have the boys sing a verse, then the girls, or the men and then the women, or the boys or girls can sing the verse, all joining in the chorus.

9. Hymns and Their Authors

In the fore part of this chapter will be found mention of some books concerning living hymns. One such hymn with the story should be used each Sunday and this will greatly enhance the interest of the musical service. Sometimes it may be sung as a solo. A week evening with Hymns and their Authors will be found a great help. The hymn writers will thus become the friends of the school, and the words will have new meaning.

10. Opening and Closing Worship

Many Sunday school books now include a variety of opening and closing exercises covering Scripture and song, and these may be used when in harmony with the lesson thought or for general worship where Graded Lessons are used.

In addition there are published special services apart from the songbooks, such as Selected Services for the Sunday School (Lawrance), Worship in the Sunday School (Hawthorne), and Special Services for the Sunday School (Knapp).

11. Special Days

Music for the festivals of the year, such as Easter, Children's Day, and Christmas, should be selected well

in advance, as good music, well rendered, will count for much in attracting scholars and visitors. There is a wealth of such material from denominational and other sources, and samples can be easily secured from Sunday school supply houses. Wherever possible, the best of these special hymns should be bound or pasted in the regular songbook for future use. A special school hymn composed by a teacher or scholar may be sung occasionally to inspire school spirit.

III. Practice Work

The person in training for a Sunday school chorister should be given the opportunity to lead the singing in a department, or the school singing, for a month, to test his or her ability.

IV. Thesis

This should be a model musical program for Easter, Children's Day, or Christmas, or for Decision Day, having in mind the ages for which the plans must be made.

CHAPTER XIX

THE MISSIONARY COMMITTEE

I. Books for Study and Reading

1. *Required Book on Sunday School Organization.*

One of the books named in Chapter I, page 10.

2. *Specialization Books.* One of the following:

Missionary Methods for Sunday School Workers. Trull. 50 cents.
Missions in the Sunday School. Hixon. 50 cents.
The Way to Win (Chapter IV). Fisher. 50 cents.

3. *Additional Material:*

Missionary Education in the Sunday School. Diffendorfer. 10 cents.
Five Missionary Minutes. Trull. 50 cents.
Missionary Programs and Incidents. Trull. 50 cents.
Holding the Ropes. Brain. $1.00.
Missionary Books for Sunday Schools. International Sunday School Association.
The Superintendent and His Work. Chapter on "Missions." Brown. 50 cents; postage, 5 cents.
The Sunday School Teacher and the Program of Jesus. Trull-Stowell. 50 cents.
Children at Play in Many Lands. Hall. 75 cents, net; postage, 6 cents.
Boys' Congress of Missions. Koehler. 50 cents.
A Part of the World Program. Paxton. 20 cents.
New Home Missions. Douglas. 60 cents.

Home Mission Handicraft. Beard. 75 cents.
Missionary Helps for Junior Leaders. Applegate-Prescott. 25 cents.
Child Life in Mission Lands. Diffendorfer. 50 cents.
Missionary Work Parties for Boys and Girls. United Free Church of Scotland, Edinburgh.
The Call of the World. Doughty. 25 cents.
The Way We Did It. Hutton. 5 cents.
Aliens or Americans. Grose. 60 cents.
The Challenge of the City. Strong. 60 cents.
The Decisive Hour of Christian Missions. Mott. 60 cents.
Social Aspect of Foreign Missions. Faunce. 60 cents.
The Missionary Review of the World (monthly magazine).
Everyland (a monthly). Missionary Education Movement. $1.00.
Present World Situation. Mott. $1.00.
Missions and Leadership. White. 50 cents.
Men and Missions. Ellis. $1.00.

II. Method Material

1. The Missionary Committee

The work of the Missionary Committee, or the Sunday School Missionary Society, where the school is so organized, will be the same, namely, to plan for adequate missionary instruction, as a basis for right giving of money, prayer, and service.

The Missionary Committee chairman, in cooperation with the school superintendent and pastor, may be director of this missionary instruction. The committee should include a representative from each department of the school.

2. Missionary Policy for the School

The Sunday school should work *to* a policy. Copies

of suggested policies may be obtained from the Missionary Education Movement of the denomination or from the Movement at 156 Fifth Avenue, New York city. This policy covers, generally, the subjects of organization, instruction, library, offering, and recruits.

3. Missionary Instruction

(a) Monthly Missionary Program. The day should be planned for well in advance. An excellent plan is to assign the year's program to twelve classes, each class to work out one month's program, alternating between the home and foreign field. This monthly program material can be obtained from the Missionary Education Movement. The monthly "Everyland" published by this movement has splendid stories for missionary Sunday, for those in the Primary, Junior, and Intermediate Departments. Or for a year, the great missionary heroes, home and foreign, may be presented, one a month, their picture shown, their life story told, or life incidents read. Such a book, for instance, as The Life of John G. Paton, furnishes excellent material, as does the story of Mackay of Uganda, Eliot and the Indians, Carey in India, Livingstone in Africa, Whitman in the Northwest.

Splendid suggestions for Primary programs, in addition to the general programs of the Missionary Education Movement, are found in a new book, God's Family, by Mrs. Ralph H. Gaw, the first of a three-years' graded missionary course for children, and published by The Mail Printing House, Topeka, Kansas (45 cents).

A missionary map talk may explain missionary stations, kind of work accomplished, whether hospital, educational, or evangelistic. Pictures of the work may be shown with the map. A stereopticon talk, utilizing such pictures, is now largely employed on Sunday in many schools as a part of missionary instruction. Slides can be obtained from missionary headquarters.

Letters from the field can be obtained from the missionary boards for reading, and the Missionary Education Movement will be glad to assist to deepen interest by obtaining for the school such objects as chopsticks, foreign postage stamps, rice bowl, incense stick, and foreign dolls.

(b) Every Sunday. Trull's Five Missionary Minutes will give a missionary incident for each Sunday of the year, which can be read by scholars or teachers in the school session. The missionary cause should be remembered by the superintendent each Sunday in his prayer. These things will produce missionary atmosphere.

(c) Department Missionary Instruction. Where schools are organized into departments the International Graded Lessons definitely provide some missionary material as a part of the course. This may be supplemented through special programs, and especially by the circulation in the department of graded missionary books as suggested below. Mission study classes in connection with the department may meet on a week night for the reading and discussion of such books. Other material available for depart-

ment interest and instruction includes object lessons of life and customs in Japan, China, Africa, etc., sold by the Missionary Education Movement, and especially adapted to the elementary grades.

Scholars love to make books of illustrated stories of missionary heroes or missionary hymns, and to decorate the cover.

(d) Teacher Training and Missions. The young people in training for teachers should include in their course at least one book on missionary methods to fit them for making effective missionary plans for their scholars.

(e) Missionary Bulletin Board. This is a favorite method for posting news of missionary programs, facts as to missionary books, extracts from newspapers as to missionary progress, and pictures of missionary work.

(f) School Walls. The framed pictures of a missionary or Bible woman or orphan supported by the class or school gifts should be hung on the school walls.

Mottoes, photographs, or sayings of great missionaries should adorn the walls.

(g) Missionary Exhibit Room. In this room should be kept maps of missionary countries showing the mission stations of the denomination, missionary charts, pictures of missionary heroes and curios, such as are furnished by the Missionary Education Movement. The missionary library may be kept in this room. Classes should be brought here for special missionary instruction.

4. Missionary Library

The graded missionary library is largely taking the place of the old Sunday school library. Up-to-date books on missions have been multiplying fast. These should be bought under a monthly school appropriation. A splendid list of books for a missionary library for the Sunday school, graded for the school departments, has been compiled by Delavan L. Pierson, and can be obtained from the State or International Sunday School Associations. For the Junior Department there are such books as the stories of Jackson, Eliot, and Paton; for the Intermediates, The White Man of Uganda and Under Marching Orders; for the Seniors, Speer's Servants of the King; for the Adults, The Challenge of the City (Strong), The Frontier (Platt), The Moslem World (Zwemer).

These books can be introduced by (1) outlining the story of one of the books to a point of special interest, then suggesting that the book be obtained at the library; (2) posting the book on the bulletin with a few words of explanation of contents; (3) a library social with brief papers by scholars or teachers on certain books read; (4) a class-reading circle at the teacher's house, the scholars reading a chapter in turn. Follow suggestions in the pamphlet How to Get Missionary Books Read (Missionary Education Movement).

5. Methods to Interest

In Chapter XV of The Superintendent and His

Work will be found a series of practical suggestions to increase missionary interest and activity.

6. Missionary Giving

Weekly giving to a class missionary fund, in addition to the gift for school expenses, or the use of the weekly individual Duplex envelope plan, is suggested to insure adequate results. This missionary fund, if from the class, can be turned in at the monthly or quarterly missionary rally, or on Easter Sunday, if, as with some denominations, the great missionary offering is an annual one.

The principle of giving is that at least as much be given to the school for missions as for current expenses.

If a plan of regular instruction is pursued, the gifts will follow such intelligence. The support of special cases on the home or foreign field should not interfere with the gift to the general funds of the home and foreign boards, which are required for the broad field.

7. The Giving of Life

At the basis of giving should be a spirit of sacrifice, in order to give it value. The money earned for missions, therefore, has a large educational advantage, for money represents just so much of life as is required in its earning.

But definite effort should be made by the Missionary Committee in cooperation with the superintendent and pastor, to encourage young people to enlist for distinct

missionary service in neighborhood work, in hospitals, nurseries, or slums, and on the home or foreign fields.

The Missionary Committee should put in the hands of the teachers a list of objects toward which to direct service. This list should be prepared as a part of a general church missionary program for its young people and for all its organizations, so that duplication or overlapping may be avoided.

In a New York State Sunday school there is framed a group of pictures of four of its young people now on the mission field, and there are suggestive blank spaces for other volunteers.

8. Prayer for Missions

Mission Boards, and sometimes schools, issue printed prayer cycles, providing for daily or weekly prayer for some missionary object, such as a missionary or a field or some institution upon the field. One of these objects may form the subject of special missionary petition in the superintendent's prayer in the Sunday school session. Definiteness in prayer with children and young people has a great appeal.

Christ prayed definitely for others: "Other sheep I have which are not of this fold; them also must I bring." And we must encourage the scholars to include missions in their own daily prayer.

One Sunday school in New York has a monthly prayer calendar which it gives to each scholar, giving the list of special missionary objects for prayer, and some strong missionary quotations.

III. Practice Work

Plan and conduct a monthly missionary program for the school or one of the Departments of the school.

IV. Thesis

Outline a year's missionary program for the local Sunday school or a practicable plan of missionary organization and instruction for the school.

CHAPTER XX

THE COMMITTEE ON EVANGELISM

I. Books for Study and Reading

1. *Required Book on Sunday School Organization.* One of the books named in Chapter I, page 10.

2. *Specialization Books.* One of the following:

Leaflet on Sunday School Evangelism. International Sunday School Association.
Sunday School Evangelism. Mahy. 10 cents.
Educational Evangelism. McKinley. 50 cents; postage, 8 cents.
The Way to Win (Chapter I). Fisher. 50 cents.

3. *Additional Material:*

Spiritual Life in the Sunday School. Chapman. 35 cents.
The Child for Christ. McKinney. 50 cents.
Spiritual Life in the Sunday School (pamphlet). Downey. 2 cents.
Decision Day (pamphlet). Henderson. 5 cents.
Preservation versus the Rescue of the Child (leaflet). McFarland. 5 cents; postage, 2 cents.
Little Parishes of Eight. Merriam. 2 cents.
Bringing the Pupil to a Decision for Christ. Mahy. 10 cents.
Individual Work for Individuals. Trumbull. 50 cents.
Taking Men Alive. Trumbull. 60 cents; postage, 6 cents.
Unconscious Tuition. Huntington. 15 cents.
The Secret of Soul-Winning. Shaw. 50 cents.
The Child's Religious Life. Koons. 75 cents.
The Book and the Child. McFarland. 5 cents.
The Child and His Religion. Dawson. 75 cents.
The Century of the Child. Key. $1.50.

The Coming Generation. Forbush. $1.50.
Practical Evangelism. Burgwin. 50 cents.
Studies for Personal Workers. Johnston. 75 cents.
The Child as God's Child. Rishell. 75 cents.
Spiritual Culture and Social Service. McFarland. $1.00.
Education in Religion and Morals. Coe. $1.35.
The Spiritual Life. Coe. $1.00.
The Passion for Souls. Jowett. 50 cents.
Letters on Evangelism. Hughes. 25 cents; postage, 3 cents.
The Price of Winning Souls. Goodell. 10 cents.
The Art of Soul-Winning. Mahood. 25 cents.
Fishin' fer Men. Clark. $1.00.
Personal Work and the Personal Worker. Shelton. 10 cents.
Studies in Personal Work. Johnston. 50 cents.
The Making of Character. McCunn. $1.25.
The Passion for Men. Hallenbeck. 40 cents.
How to Bring Men to Christ. Torrey. 50 cents.
Christian Nurture. Bushnell. $1.25.
A Boy's Religion. Hughes. 50 cents.
Winning the Boy. Merrill. 75 cents.
A Girl's Religion. Slattery. $1.00.
The Boy and the Church. Foster. 50 cents, net.
Evangelism through Bible Study. Goodman. 25 cents.
The Training of Children in Religion. Hodges. $1.50.
Natural Way in Moral Training. Dubois. $1.25.
The Psychology of Religion. Starbuck. $1.50.
The Unfolding Life. Lamoreaux. 75 cents.
Living Teachers. Slattery. 35 cents.
Quiet Talks on Prayer. Gordon. 75 cents.
Quiet Talks on Power. Gordon. 75 cents.
Quiet Talks on Service. Gordon. 75 cents.

II. Method Material

1. The Committee on Evangelism

The pastor and superintendent should be members of this committee, which should have representatives

from each department. The committee will aim to promote the spiritual life of the officers and teachers, secure the enlistment of every scholar for Christ, and assist in the development of these lives through Christian service.

2. Promoting the Teacher's Spiritual Life

The committee should secure a small library of such choice books and leaflets on spiritual life and work as are mentioned in this chapter, and keep these books in circulation among the teachers and officers. A monthly teachers' prayer service should be held for the strengthening of the spiritual life of the workers, and to pray for the scholars. A covenant should be entered into by all to pray daily for each other and for the school.

3. The School's Spiritual Atmosphere

This is more essential than a concerted Decision Day effort. Sunday by Sunday the spiritual impact is being made upon the scholar by the life, words, spirit, and genuine love for Christ and souls, of superintendent and teachers. If these are absent, no decision will count for much or for long. This atmosphere is promoted by the character of the songs, sincerity in prayer, cordiality of the handshake, the word of personal interest.

4. Sunday School Prayer Service

Monthly there should be a bright testimony and prayer service in the school. This can be prepared for

by notifying some to be ready with brief prayers, some with appropriate Scripture, and some with testimony. A verse of song here and there will give all an opportunity of expression. Some schools have, each Sunday, a twenty-minute meeting following the school session. Opportunity for decision should be given at such meetings. Such a spirit will make for steady impression and accessions to the church.

5. The Pastor's Word

On the Sunday before communion the pastor should speak to the school about the opportunity of the following Sunday in acknowledging Christ as Saviour, and ask those to see him who would like to take this step.

6. Decision Day

This day has grown into general acceptance as a point toward which to focus the school's spiritual energy and effort for the Christian decision of its young people. While the first Sunday of February has been ordinarily used for this purpose, there are good reasons for giving several such opportunities during the school year, at times undisturbed by approaching festivals or when nature is making its appeal in harmony with the inward call. The first or second Sunday of November, the first Sunday of February, Palm Sunday, and Children's Day may be selected as meeting these requirements.

In one city Palm Sunday was selected by the Sunday schools as a day for the acknowledgment by the

scholars of Christ as Saviour and King. Pastors, officers, and teachers met the week previous for prayer and planning. Acknowledgment cards were distributed on Palm Sunday, after the right appeal. Five thousand of the scholars joined the church on Easter Sunday as a result.

"Enlistment Day," "Confession Day," "Witnessing Day," "Testimony Day," and "Acknowledgment Day" are other designations of Decision Sunday, especially where the day follows a week of preparatory effort with the scholars, through the teacher's letter or conversation, or the superintendent's and pastor's letter or talk.

7. Planning for the Day

The committee should have a list of the school members by classes, above the Primary Department, and check off against each name whether Christian or church member. The teachers should supply this information and the school secretary the lists.

The pastor may prepare the parents for cooperation in the week-night prayer service or the Sunday sermon. One pastor sent a personal letter before Children's Day to each nonchurch member in the school asking for a personal talk at the parsonage. As a result nearly the entire number joined the church.

At the preparatory meeting of the teachers, the superintendent should place in their hands some such leaflets as Little Parishes of Eight (Merriam), Early Conversion of Sunday School Scholars (Schauffler), A Soul-Saving Sunday School (Wells and Schauffler),

My Class for Jesus (American Tract Society, 1 cent each), How (D. L. Pierson). For himself he should read Decision Day and How to Use It (Brant), Decision Day (Henderson), Decision Day (Pope), Decision Day in the Sunday School (Chapman).

The teachers should be asked to approach the scholar individually and not in the presence of other scholars, and to think out the best method of approach to each one; not to press church membership in the appeal, but, rather, to bring the scholar face to face with Christ as Saviour, Lord, and Friend; to pray with, as well as for, the scholar; to see the parents, to secure their cooperation in the results hoped for; to hand the scholar, in the conversation or in the letter of appeal, some such leaflet as What Am I Asked to Do on Decision Day? (J. R. Miller), First (Henry Drummond), More Light (Breed), Will You Not Come? (Havergal, American Tract Society, New York, 50 cents per 100), That Means Me (Henderson), Why Live in the Cellar? (Butcher).

At this preparation meeting there should be definite prayer for the outpouring of the Spirit upon the school and for the undecided scholars. Daily prayer should be agreed upon, using the covenant form suggested in Decision Day (Henderson). A brief prayer by the teachers with the class each Sunday before the lesson may be suggested.

A joint letter from the superintendent and pastor may be sent before the day to each non-Christian scholar, tenderly urging the claims of Christ for the whole life. A letter may also be sent to the parents

asking for their own decision for Christ, if unconverted, and their help in the winning of the children to Christ. Forms of such letters and forms of decision cards may be found in The Superintendent and His Work (Brown), under "Decision Day" and in the Appendix.

Some schools hold a Decision Week before the day, covering (1) the weekly prayer meeting, when the pastor's theme bears on the day; (2) a parents' gathering for conference and prayer; (3) a meeting of all school workers for prayer and conference as to plans, and for the discussion of such topics as "How Can I Help My Scholars to Feel that the Lesson Is For Them?" "How and When to Make the Appeal," "How Can a Scholar be Helped to Believe in Jesus?" "How Can a Christian Scholar Be Helped to a Greater Love for Christ?" "How Can the Parents be Best Approached by the Teacher?" "How Should the Scholars of the Junior, Intermediate, and Senior Departments Be Severally Approached?"

One pastor met with the scholars on the afternoons of the week preceding Decision Day, using the topics, "My Father," "My Sins," "My Saviour," "My Faith," "My Confession," "My Work," "My Church."

The teacher should be drilled in the use of a few pivotal passages, such as are in black-faced type in the Testament of the Pocket Testament League; for example:

Confession of Sin, 1 John 1. 9.

The Invitation, Matt. 2. 28-31.

Dangers of Delay, 2 Cor. 6. 2; Heb. 4. 7.

Christ the Saviour from Sin, John 3. 16; Matt. 1. 21; John 6. 37.

Becoming God's Child, John 1. 12; 1 John 3. 1, 2, 10.

Confessing Christ, Matt. 10. 32; 1 John 4. 15; John 14. 23.

Following Christ, John 12. 26; Heb. 12. 12.

8. The Day

It is not usually best to observe Decision Day in the Primary Department in the same way as in the other classes or departments. The wise teacher can there be trusted to lay the foundations for future action by inculcating love to God and love to others.

In the other departments the lesson may be studied briefly after the opening Scripture, which may include some such passage as the Confession of Sin in Psalm 51, or the Promise of Salvation in Psalm 91, or Isaiah 55, and parts of John 14, 15, 16.

A half hour should be left for the appeal and details following the lesson. A good basis for this appeal may be the Decision Day under Joshua (Josh. 24. 14-28) or the story of Christ and Barabbas. Not more than ten minutes should be given to this. The blessing, the privilege, and honor of acknowledging Christ and relating oneself to him as Lord and Saviour and King should be presented, and the joy in his service. A solo or hymn may then be sung, "Ashamed of Jesus," "Jesus Calls Me," "I Surrender All," "Ninety and Nine."

The decision cards and pencils will be in the hands of the teachers, and at the word of the superintendent

should be quietly distributed to the class. These cards may have on one side a decision and on the other a consecration, so that all can sign one or the other form. There is an advantage in this general movement. Absolute quiet should prevail during this part of the service. Duplicate cards should be given to the scholars for their retention in their Bibles after they have passed in the ones signed.

Following this decision some opportunity for confession should be given by an altar service or an after service or by openly standing and witnessing. If the "Comrades of the Cross" card is signed, those signing receive badges to be worn.

9. Following Decision Day

The young people should receive a letter from pastor and superintendent, or a call, inviting to church membership, and should be gathered in a training class. Such helpful booklets should be placed in their hands, as, Chapters of Blessing and Counsels on the Way of Life (Henderson), Probationers' Hand Book (Hannan), Just Enlisted (Ernest B. Allen), Turning Points (D. A. Askerheld), Being a Christian (Gladden), Yours (F. B. Hoagland), Preparation for Church Membership (J. E. Gilbert), Newly Enlisted (Cuyler). The children will be gathered into special afternoon classes for instruction. Footsteps in the Way of Life (leaflet, M. E. Munson, Bible House, New York city) and Children's Meetings, by Lucy Rider Meyer, will prove helpful for leaders of such meetings.

The pastor should plan to meet the young people one by one in the church study, for a better understanding than is possible in the larger meeting.

These young people may be organized for service into some such organization as Win-One Band, "Sunshine Band," "King's Messengers," and for church attendance in "The Church Army," and "Go-to-Church Band." There should be some part for these young people in the church service, and some word from the pastor to them in such talks as "Five-Minute Object Sermons" (Stall), "Little Ten Minutes" (Bayley), "A Junior Congregation" (Farrar).

When those making decisions are young people they should, after the pastor's preliminary training for church membership, be trained as personal workers for others through the distribution to them of the books named under "Specialization," and by directing them to prepare for some specific service to the church and community, such as one of the lines of service in this training course.

III. Practice Work

Organize and conduct a decision service in the Young People's meeting or Junior organization, or in one of the school classes or departments.

IV. Thesis

Outline a plan for a Decision Day for your own school.

CHAPTER XXI

THE TEMPERANCE COMMITTEE

I. Books for Study and Reading

1. *Required Books on Sunday School Organization.* One of the books named in Chapter I, page 10.

2. *Specialization Books.* One of the following:

Alcohol. Williams. 50 cents.

The Sunday School and Temperance. Stevens. 50 cents.

Alcohol and the Human Body. Horsley-Sturges. 50 cents.

Leaflets issued by International Sunday School Association:

No. 1. Temperance Plans and Methods.

No. 2. Plans for Promoting Temperance Teaching.

No. 5. The Story of an Alcohol Slave.

No. 6. The Injury of Tobacco.

Modern Facts About Alcohol. Scientific Temperance Federation.

Superintendent and His Work. Chapter on Temperance. Brown. 50 cents; postage, 5 cents.

3. *Additional Material:*

The Cigarette-Smoking Boy. McKeever. 10 cents.

Alcohol and Alcoholism. Keystone Printing Co.

The Little White Slaver. Ford. 5 cents.

The Body at Work. Jewett. 50 cents.

The Effect of Alcoholic Drinks Upon the Human Mind and Body. Scientific Temperance Federation.

World Book on Temperance. International Reform Bureau. 50 cents.

An Effective Temperance Committee. United Society of Christian Endeavor.

Shall I Drink? Crooker. $1.00.
Alcohol and the Human Body. Horsley-Sturges. 50 cents.
The Liquor Problem. Richardson. 50 cents.

II. Method Material

1. The Temperance Committee

This committee of the Sunday school should have in its membership a representative of each department of the school. Each member of the committee should be furnished with the leaflet, An Effective Temperance Committee, mentioned above, and the leaflet, Temperance in the Sunday School (Board of Sunday Schools Methodist Episcopal Church, 58 East Washington Street, Chicago, Ill.).

The committee should promote the following objects: (1) such school or department organizations as may be required by the size of the school; (2) enrollment of all members of the school on pledge cards or on a pledge book or roll; (3) distribution of temperance papers and leaflets; (4) collection of temperance facts and material for an effective Temperance Sunday program, these facts and this material to be placed in a temperance scrap book; (5) cooperation with the superintendent in advertising the temperance meetings, and in posting cartoons, clippings, and notices on the Sunday school bulletin board.

2. Temperance Educational Ideals

As set out by the International Sunday School Association these are four: (1) total abstinence, (2) the

destruction of the liquor traffic, (3) the extinction of the cigarette habit, and (4) the surrender of every self-indulgence which impairs or destroys the power to give service to God and man.

3. Temperance Equipment

(a) Pledge Cards. These may be obtained from the National Temperance Society (New York), International Sunday School Association (Chicago), Woman's Christian Temperance Union (Evanston, Illinois), National Anti-Saloon League (Westerville, Ohio), or the pledge approved by your denomination from the supply house of the denomination. It is suggested that the double pledge be used, covering cigarette smoking as well as liquor. A pledge record book should be kept or a wall roll of pledge signers. Purity and clean language are included in some of these pledges.

(b) Charts and Posters. A set of twelve excellent charts may be obtained from the Pennsylvania Sunday School Association (Philadelphia), for $2.18, postpaid. The National Woman's Christian Temperance Union (Evanston, Illinois) have a set of eight for $1.00. A set of fifty splendid charts is issued by the Scientific Temperance Federation for $5.00.

Send to American Issue Publishing Co., Westerville, Ohio, for catalogue of temperance posters, a very valuable illustrated list of available material.

(c) Slides and Loan Exhibit. The Scientific Temperance Federation (Boston) rent out stereopticon

slides and a loan exhibit dealing with alcohol and tobacco. A lecture accompanies the slides.

(d) Leaflets and Library. In addition to the sources named under "a," leaflets can be secured from the Inter-Church Temperance Federation (Pittsburgh, Pennsylvania), the International Reform Bureau (Washington), National Anti-Cigarette League (The Temple, Chicago), Sunday School Temperance Bureau (Riverside, California), Ohio Sunday School Association (Columbus, Ohio). These Ohio leaflets are unusually good. A further list of leaflets and books for a Sunday school temperance library may be obtained from Chapter XVI, The Superintendent and His Work (Brown), Temperance Society of the Methodist Episcopal Church, Shawnee Building, Topeka, Kansas, and Temperance Leaflet No. 1, International Sunday School Association (Chicago, Illinois). A splendid teachers' leaflet, No. 5, consisting of temperance questions and answers, can be obtained from Mrs. Edith Smith Davis, Hartford, Wisconsin.

(e) Other Material. Maps showing "wet" and "dry" States can be obtained from the Anti-Saloon League (Westerville, Ohio). Banners, buttons, Christian Conquest flags, badges, can be obtained of Sunday school supply houses. Enlargements of charts can be made by the school for large rooms. Temperance map puzzles ($1.00 per dozen) can be secured through the Presbyterian Board of Publication, American Baptist Publication Society, and Sunday School Times Co., all of Philadelphia. Fifty-two Temperance Talks with Children, by Mrs. Frank Hamilton, National Temperance

Society, New York (25 cents), is a much-needed help for wholesome brief temperance talks.

4. World's Temperance Sunday

Programs for this important day may be secured from the denominational Temperance Society, the Illinois Sunday School Association (1418 Mallers Building, Chicago, Illinois). The Sunday School Supply Co. (Spokane, Washington) publishes an excellent temperance opening service and a cantata entitled A Saloonless Nation, by E. C. Knapp ($5.00 a hundred). This cantata is a choice thing for World's Temperance Sunday or for an evening affair by the school. One hundred boys and girls can be used in this cantata if necessary. "Graded temperance helps," by Mrs. W. H. Dietz, has helpful recitations and suggestions. For inspiring temperance songs, secure catalogue of National Temperance Society, 373 Fourth Avenue, New York city.

The General program suggestions follow.

5. Program Suggestions

For World's Temperance Sunday or a monthly or quarterly temperance program, material may be found in the following:

(a) Select a topic for the Sunday and build the exercises about it, using such topics as "Total Abstinence for the Sake of Health and Personal Safety," "The Cigarette Habit," "The Beer Question," "Science and Alcohol."

(b) Send to International Sunday School Association for a set of special suggestions fitting the particular lesson of the next World's Temperance Sunday, or the special temperance lesson when it occurs in the Uniform Lessons.

(c) The prayer of the Temperance Sunday should be directed to the salvation of the individual, the home, and the nation from the curse of drink.

(d) Instead of the lesson by the teachers, a well-qualified teacher or the pastor or superintendent should prepare the special lesson, with charts and object lessons that may not be available for every teacher.

(e) The songs should be selected with reference to the day. Appropriate songs are "Onward, Christian Soldiers," "The Son of God Goes Forth to War," "Sowing the Seed," "Throw Out the Life-Line," "Courage, Brothers, Do Not Stumble," "Sound the Battle Cry," "Stand Up, Stand Up for Jesus," "We March, We March to Victory," "Mine Eyes Have Seen the Glory," "Yield not to Temptation." See also the catalogue of National Temperance Society, New York city, for temperance solos, quartettes, etc.

(f) Have the classes, in turn, cut out newspaper and magazine clippings concerning the effect of alcohol upon individuals, the attitude of corporations as to liquor-drinking by the employees, national and State legislation, scientific statements, opinions of national leaders, crimes committed because of liquor. The best should be selected and read by teachers and scholars in the monthly or quarterly temperance meeting.

(g) Post the most recent and important temperance

facts and good temperance cartoons on a temperance bulletin board.

(h) Present great temperance leaders as the topics in a character program, say one for each temperance Sunday, selecting, for example, Miss Willard, Lady Somerset, Francis Murphy, John B. Gough, Neal Dow. Their pictures should be posted, and brief papers read by scholars on their life and work. Interesting incidents from their work and best quotations from their addresses should be written out and distributed to individuals, to be read as called for. Some of the quotations can be hung upon the school wall and repeated by all.

(i) A map Sunday will furnish good object teaching. Obtain from the Anti-Saloon League (Westerville, Ohio) a color map of the United States showing the "wet" and "dry" territory, and the benefit of prohibition as shown by statements of conditions in such States as Kansas in contrast with nearby "wet" States.

(j) Assign to a class of the older boys the making of a large neighborhood map showing the location and number of saloons in the vicinity of the Sunday school in black, and by way of contrast show the churches in blue and the schoolhouses in red. This will bring the problem close home and may lead to aggressive local action as the waste of one and the benefits of the others may be shown.

(k) A most impressive program may be made from the compilation of the corporations and large business concerns which shut out drinking employees. Such concerns are the Union Pacific Railroad, the Lehigh

Valley, Burlington, Northwestern, Swift's Packing Company, Western Union Telegraph Company, Wanamaker's. A large diagram can be prepared showing a number of closed doors, with the names of corporations which are opposed to the employment of drinking men printed on them.

(l) "Teach temperance by fact, and not by exhortation." One way of temperance education, and a method of varying the program of each Sunday, is to have one brief, live temperance fact given every Sunday by scholar, teacher, or superintendent—such a fact as the voluntary action of twenty-five thousand employees of the Chicago and Northwestern Railroad in signing the pledge, the action of the Russian government prohibiting vodka, the Russian whisky.

(m) Use stereopticon slides and charts exhibiting scientific temperance facts, and the effect of alcohol and cigarettes upon the blood and vital organs. A few simple chemical experiments before the school, showing these effects, will be most impressive.

(n) The disproportion of expenditures for liquor and tobacco and for missions and necessities can be shown through charts obtained from any of the temperance or Sunday school supply houses at small cost. This can also be shown by ribbons of different lengths, say an inch for each $5,000,000. For liquor and tobacco black ribbons should be used. Have boys draw these ribbons out. The contrast between the inch and a half for foreign missions—$7,500,000—and the length of the black ribbon for liquor will bear its own lesson.

(o) A temperance story writing contest is suggested, the best of those presented to be decided by school judges made up of scholars and teachers, and read in the school.

(p) A Lincoln Sunday will be effective. Lincoln's picture should be draped with an American flag. Quotations from his addresses and facts from his life, as to temperance, should be presented. One of the girls may hang a wreath about his picture at the close of the exercises.

(q) Distribute leaflets selected according to the age of the scholars, giving information for home reading. Quotations from Beveridge, Hobson, Edison, Carnegie will make good material. These leaflets can be obtained from the houses named above.

(r) If you have a temperance organization in the school such as the Loyal Temperance Legion (Ruby I. Gilbert, Silversmiths Building, Chicago, Illinois), the White Ribbon Club, and the Woman's Christian Temperance Union "Y"s (Woman's Christian Temperance Union, Evanston, Illinois), have this organization prepare the program for one or more Sundays and enlist new members on the spot. The "White Shield Temperance League" (Board of Sunday Schools, 58 East Washington Street, Chicago, Illinois) and the temperance organizations of other denominations, have special temperance programs that may be used in the school as well as those programs mentioned at the beginning of this chapter. All such programs should conclude with the distribution of the temperance pledge.

(s) For an anti-cigarette day, secure facts and sug-

gestions from the Anti-Cigarette League (Chicago), Professor William A. McKeever (State Agricultural College, Manhattan, Kansas). Professor McKeever's bulletin, The Cigarette Smoking Boy (1 cent each), is a strong compilation of facts, as the result of a study of twenty-five hundred boys. The pamphlet by Henry Ford, the automobile manufacturer of Detroit, The Case of the Little White Slaver, will be very valuable for older boys.

III. Practice Work

Conduct the exercises on a Temperance Sunday or the exercises of one of the temperance organizations of the school.

IV. Thesis

This should be a model temperance program for a Temperance Sunday.

CHAPTER XXII

THE PURITY COMMITTEE

I. Books for Study and Reading

1. *Required Books on Sunday School Organization.* One of the books named in Chapter I, page 10.

2. *Specialization Books.* One of the following:

Purity Department (leaflet). Mohr.
The Sunday School in the Fight. Mohr. 5 cents.
The Problem of the Physical Awakening. Mohr. 1 cent.

3. *Library.*

For Parents and Teachers:

Blossom Babies. Chadwick. 75 cents.
How Shall I Tell My Child? Wood-Allen-Chapman. 25 cents.
Teaching Truth. Wood-Allen-Chapman. 50 cents.
The Parents' Guide to Sex Problems. Kendall. $1.00.
Four Epochs of Life. Muncie. $1.50.
Education in Sex Hygiene. Wilson. $2.00.
Instruction in the Physiology and Hygiene of Sex. Society of Sanitary and Moral Prophylaxis. 10 cents.
The Boy Problem. Same Society. 10 cents.
The Story of Life for Little Children. Thresher. 5 cents.
When and How to Tell the Children. California Social Hygiene Society. 5 cents.
Plain Talks with Girls (for mothers with girls ten years and over). California Social Hygiene Society. 5 cents.
The Need for Education in Sex Hygiene. California Social Hygiene Society. 5 cents.
A Song of Life. Morley. $1.25.

The Renewal of Life. Morley. $1.25.
Social Hygiene leaflets. Oregon Sunday School Association, Portland.

For Young Boys:

Life's Beginnings. Hall. 25 cents.
The Strength of Ten. Hall. 25 cents.
How My Uncle, the Doctor, Instructed Me. Society of Sanitary and Moral Prophylaxis. 10 cents.
The Secret of Strength. California Social Hygiene Society. 5 cents.
John's Vacation. Hall. 10 cents.

For Older Boys:

When a Boy Becomes a Man. Bisseker. 25 cents.
Developing Into Manhood. Hall. 25 cents.
Perfect Boyhood. Shannon. 40 cents.
The Secrets of Success for Boys and Young Men. Kendall. 50 cents.
What a Young Boy Ought to Know. Stall. $1.00.
Virility and Physical Development. California Social Hygiene Society. 10 cents.
Chums. Hall. 10 cents.
The Nobility of Boyhood. Willson. 50 cents.

For Young Men:

Instead of Wild Oats. Hall. 25 cents.
Clean and Strong. Meyer-King. $1.00.
From Youth Into Manhood. Hall. 50 cents.
Confidential Talks with Young Men. Sperry. 75 cents.
Reproduction and Sexual Hygiene. Hall. $1.00.
What a Young Man Ought to Know. Stall. $1.00.
Sex Talks to Young Men. Richardson. 25 cents.
The Young Man's Problems. Society of Sanitary and Moral Prophylaxis. 10 cents.
Health and Hygiene of Sex. Society of Sanitary and Moral Prophylaxis. 10 cents.

The Four Sex Lies. California Social Hygiene Society. 5 cents.
The Heart of a Rose. McKee. 25 cents.
Successward. Bok. 25 cents.

For Girls:

The Changing Girl. Latimer. 25 cents.
Life's Story. Hall. 25 cents.
Perfect Girlhood. Shannon. 40 cents.
Almost a Woman. Wood-Allen. 50 cents.
What a Young Girl Ought to Know. Wood-Allen. $1.00.
Margaret, the Doctor's Daughter. Hall. 10 cents.
In Her Teens. Wood-Allen-Chapman. 25 cents.

For Young Women:

Perfect Womanhood. Shannon. 75 cents.
Confidential Talks with Young Women. Sperry. 75 cents.
What a Young Woman Ought to Know. Wood-Allen. $1.00.
Marriage and Motherhood. California Social Hygiene Society. 5 cents.
Life's Problems. Hall. 10 cents.
Girl and Woman. Latimer. $1.50.

Men:

The Relation of Social Diseases to Marriage. Society of Sanitary and Moral Prophylaxis. 10 cents.
A Holy Temple. Meyer. 5 cents.
Safeguards to Purity. Dyer. 5 cents.
A Woman's Virtue and Love. Grace. 5 cents.
Self-Protection. Chicago Society of Social Hygiene. 5 cents per set.
Family Protection. Chicago Society of Social Hygiene.
Community Protection. Chicago Society of Social Hygiene.

The leaflets named above published by the California Social Hygiene Society can be bought for 10

cents a set or 75 cents per 100. Those of the Society for Sanitary and Moral Prophylaxis will cost $5.00 per 100.

The reason for the Purity Department in the work of the International Sunday School Association, and of the Purity Committee in the Sunday school, is found in the failure of the home and the public school to instruct in the matter of sex hygiene or to make that instruction effective in moral character. The missing link, the dynamic to make instruction effective in being and conduct, is the spiritual motive acting upon and through the will to hold life's powers unstained. No final solution of the problem of impurity can be hoped for without a combination of instruction with a spiritual experience and responsibility, the personal influence of parent, Sunday school teacher or pastor, and an atmosphere in which character can be formed and purposes molded. Just here the Sunday school finds its mission of cooperation with the scholar and home for best results.

Some reasons why the Sunday school is an ideal agency for this work are:

(a) The strength of the general Sunday school organization, with 180,000 Sunday schools in America alone, and the 1,800,000 officers and teachers, three times as many Sunday school as public school teachers.

(b) It covers the whole life from the cradle to old age.

(c) It is an educational institution which, in its modern development, excepts no realm of life from its interest. The inter-relation of the physical, social-

intellectual, and spiritual, is so intimate that all must be considered in a ministry to the life.

(d) While the public school loses so large a proportion of its pupils at the close of the grammar grades or in the first year of the high school, the Sunday school, through its organizations, organized classes, its athletic plans and its social life, is an ideal plan for holding the young men and young women under the best influences during their years of greatest need for guidance.

(e) The intimate relation of the teacher as the friend of and example to the scholar, furnishes a choice channel for the communication of sex knowledge to the scholar. The teacher too is often more likely to be the scholar's confidant than the parents.

(f) The close relationship of the Sunday school to the home makes it easily possible to call the parents together for frank conferences upon the duty of the parent to the child in this matter of sex instruction, and the home's spiritual atmosphere as the largest factor after all in preserving personal life purity.

(g) The developing of mothers' associations in the Sunday school, and the enormous growth of organized men's and women's Bible classes in recent years, is bringing millions of parents into active relation to the Sunday school, and therefore in readiness to cooperate in sex education, and with the right viewpoint.

(h) The atmosphere of the Sunday school session and the spiritual impression of the lesson and service can be counted upon as a toning influence in moral upbuilding.

(i) This moral upbuilding is continued through the active week-day program of the modern Sunday school, with its gymnasium, employment department, social rooms, and organized activities. These physical activities, especially in gymnasium work, furnish a natural opportunity of relating knowledge to physical self-control.

The International Sunday School Association has a Purity Department, and a similar department can be found in nearly all the State and provincial associations. Literature can be secured through these departments, as well as from denominational Sunday School headquarters.

II. Method Material

1. The Purity Committee

The task of the Purity Committee is one requiring good sense, experience, tact, delicacy. Those appointed to its membership should possess these qualities. Several mature people should be on it and several young people who are sane, clean, and who have the confidence of their fellows.

2. A Purity Library

The committee should secure several books of each section of the library suggested above. Some of these books are for the young people to read, and should be placed in the hands of the teacher, after conference with the parents, the teacher to pass the book, in turn,

to the scholar for reading. Some of the books are for teachers and some for parents.

A Boston Sunday school sent the following letter to the parents of members of the school:

Dear Friend:

Through the courtesy of the Sunday School Superintendents' Union of Boston and vicinity I am enclosing a list of books which have been carefully selected by the Sex Education Committee of the Union. I want to recommend these books to you as presenting this very important subject in a manner which I feel sure will appeal to you.

In our Sunday school we believe that a right understanding of sex matters early in life is very important to the boy and girl, and has much to do with right development along many lines. You probably agree with us that this instruction should be given in the home rather than in public. In order to help in some way, our school has purchased some of the books mentioned in the list and started a Parents' Library, where these books can be borrowed.

During the Sundays of March the superintendent or an assistant will be in the Sunday school office for fifteen minutes before and after the morning church service. You are cordially invited to come in, either to examine or borrow the books, or to consult about any matters concerning the school.

3. Parents' Meetings

A carefully worded letter, such as the one just quoted, will bring a goodly number of parents to a meeting to confer as to plans of cooperation and to examine the books which may be of service at the different periods of the child's development. With the younger children especially the parents should be urged to use the parents' privilege of being the first from

whom the child shall know the story of the origin of life. Such a leaflet as The Story of Life for Little Children (Mrs. Thresher, 10 cents for a dozen) or such a book as Blossom Babies by Mrs. Chadwick, 75 cents, will be welcomed by any mother as an aid in making simpler the story, and satisfying the natural curiosity of the child.

The duty of the fathers to inform their own boys should be urged. Where parents especially desire it, or where through the parents' neglect the child may suffer through ignorance, the duty of the teacher or the committee member to impart needed knowledge is clear. The child must be protected.

4. Meetings of Young Men and of Young Women

In many schools separate meetings of young men and young women are called for a talk by a Christian physician upon the relation of the sex function to character, health, and future happiness, and the dangers of misuse or abuse of these functions. Such talks, which are frank and informing, without entering into morbid details, do untold good. Parents and teachers should be invited. Books, appropriate for these ages, may be on exhibit and loaned.

5. Meetings of Teachers

Under the committee's auspices, the teachers' meeting may discuss best plans for the conduct of the work of safeguarding the children and young people. No more practical subject could be presented. Always there will be opposition from some who fail to see that

all their teaching may be imperiled through an unnecessary ignorance of physical fundamentals.

6. Safeguarding in Employment

A time of peril comes to young people, especially girls, when the time for employment comes. The committee should make careful inquiry concerning the character of the employment surroundings of its young people. The confidence of these girls should be secured so that this information may be obtained. In one class in one Sunday school it was found that four of the girls were on the verge of a moral break, largely because of ignorance. The girls had not told their mothers, but a wise teacher discovered matters in time.

7. Pledges

Boys, especially in the teen years, are usually ready to stand by the highest ideals of purity. In meetings of boys and young men the White Cross pledge should be distributed. These can be obtained from E. K. Mohr, 624 South Michigan Avenue, Chicago, Illinois (10 cents a dozen, 40 cents a hundred). It reads as follows:

I promise by the help of God:

1. To uphold the law of purity as equally binding upon men and women.

2. To treat all women with respect and endeavor to protect them from wrong and degradation.

3. To endeavor to put down all indecent language and coarse jests.

4. To endeavor to spread these principles among my companions and friends, and to try to help my younger brothers.

5. To use every possible means to fulfill the command, "Keep thyself pure."

The Boys' Crusaders pledge cards are 10 cents a dozen, 50 cents a hundred. Clean thought, speech, habit buttons, are 10 cents each, 50 cents a dozen. These can be obtained through Mr. Mohr or Sunday school supply houses. Purity pledges can also be obtained from the Manitoba Sunday School Association, Regina, Saskatchewan, or from the Westminster Press, Philadelphia, Pennsylvania.

8. Purity Meeting

Occasionally in a religious meeting of the young people the subject of clean living, clean thinking, and clean speaking may be impressed with appropriate solo and songs.

9. Indecent Literature

The committee should make an occasional visit to stationery and other stores of the neighborhood, to see that indecent postcards, pictures, and literature are eliminated from sale, and especially urge upon storekeepers the removal from the showwindows of pictures which are suggestive or indecent.

10. Big Brothers and Sisters

The Adult Classes should be urged to be Big Brothers and Big Sisters to the young people of the Sunday school and neighborhood in protecting them from unclean speech and literature and to cooperate

with the Purity Committee in the suppression of vice and vicious shows.

11. Purity League

The committee should cooperate with similar committees in other Sunday schools and churches to carry out a program of neighborhood arousement, where conditions require it, through public meetings and by use of the public press and the pulpit.

12. Gymnasium Talks

If there is a gymnasium or any athletic organization in the school, the relation of purity and temperance to physical development and endurance should be presented in an occasional talk. There is good illustrative material for this from the lives of many athletes.

13. Through the Lesson

The lesson occasionally furnishes a natural channel for a heart-to-heart talk on those things which are, after all, very close to the lives of our scholars. From the lips and heart of the teacher these words will have untold value.

14. Naturalness

By all means, it is best to give information in its normal relation to the development of the body and of character, rather than to give it unnatural or undue emphasis.

A Brooklyn pastor, with the consent of the parents, provides a practical talk by a Christian physician, as

a regular part of the instruction given the confirmation class, because of its important relation to the development of the Christian life.

The committee should not seek to awaken and develop sex consciousness and curiosity, but should rather seek to awaken the sense of reverence, awe, and responsibility.

III. Practice Work

If the student is a man, organize and conduct a meeting for a group of boys or young men, and secure signatures to the Boys' Crusaders or White Cross pledges, or if a woman, organize and conduct a similar meeting for girls or young women.

IV. Thesis

Outline a plan of purity work for the local Sunday school and neighborhood.

CHAPTER XXIII

THE COMMITTEE ON SCHOOL BUILDING

I. Books for Study and Reading

1. *Required Books on Sunday School Organization.* One of the books named in Chapter I, page 10.

2. *Specialization Books.* One of the following:

Housing of the Sunday School. Lawrance. $2.00.

Sunday School Architecture, Part I and II. Board of Sunday Schools, Methodist Episcopal Church. 5 cents.

The Sunday School Building and Its Equipment. Evans. 75 cents.

The Departmental Sunday School Building. Kramer. 1 cent.

3. *Additional Material:*

Graded Sunday School in Principle and Practice. Meyer. 75 cents; postage, 8 cents.

The What, How, and Why of Church Building. Kramer. 50 cents.

Pamphlets by Mr. Kramer, 1 Madison Avenue, New York (sent free on receipt of postage):

Common Sense in Church Building. Postage, 2 cents.

Catalog of 20th Century Church Plans. Postage, 2 cents.

Twelve Steps Essential. Postage, 1 cent.

How You Can Make Your School 100 Per Cent Efficient. Postage, 1 cent.

How to Secure an Ideal Sunday School Building. Postage, 1 cent.

The Superintendent and His Work. Chapter III. Brown. 50 cents; postage, 5 cents.

THE COMMITTEE ON SCHOOL BUILDING

With the coming of the Graded Lessons and the new demand upon the church that it shall provide for the physical and social life of its young people as an offset to the downward pull of community attractions, there is a need in every Sunday school and church for some of its people to make a study of best Sunday school plans, to provide for new buildings or for remodeling present accommodations to meet the modern requirements.

The new definition of the Sunday school is that it is not simply a place for an hour's worship, but a community home with the decorations, atmosphere, and all that a home implies of social life and recreation, and a workshop which shall be educationally efficient.

As the country schoolhouse, with its plan of a single room for a number of grades, is giving way to the community graded school with its separate rooms, so the Sunday school must readjust itself to the modern trend. And the steady improvement in the character of public school construction everywhere is a call to the Sunday school to match this with something adequate.

The new conception too of the place of the church as the community center in which shall focus all that is wholesome and uplifting for community life, makes necessary a revising of present plans in many cases to answer the new opportunity of bringing in the kingdom of God.

Even where large funds are not available for new construction, a study of needs and plans will show how, by a small expenditure, improvements can be

made that will enlarge the attractiveness of the buildings and the influence of the institution.

The investment in those things which shall hold young people and train them for whole-hearted efficient service to the church and community is now seen to be the wisest thing. It is better to spend a thousand dollars to hold the cargo of character through stopping the leaks in the vessel's hold than to spend that same money later for an evangelist who shall pick up these same vessels as old hulks and derelicts about the community, with the cargo spoiled. This investment will save a generation, fill the churches, fight the devil on his own ground, offset the vicious pull of the community, and make community evangelism unnecessary.

The community has a right to expect that an institution which represents so large an investment of the people's money as the church, and which pays no taxes, shall be open for use seven days a week instead of one. Young people are measuring the church by the church's practical sympathy with, and plans for, them in their character-building.

The splendid material for study under "Specialization" indicates the progress made in recent years in meeting the new need in small and large communities all over the country.

II. Method Material

1. The Committee

The Committee on School Building should consist

of those who, while practical, shall have imagination, shall be open to the light, and be patient and tactful in bringing people to the right viewpoint.

The Committee's Service

The Committee should study best plans adapted to the local school, and the school and community needs and resources. Its service will relate (1) to improvement of school buildings, by remodeling or new construction, (2) their equipment, and (3) the beautifying of the surrounding grounds.

3. The Plans

It should be kept clearly in view that the building is a place for worship, a workshop, a recreation center, and a home; and that it should be planned for seven days a week use. The future as well as the present must be considered in these plans. If a new church is contemplated, the Sunday school, as the church's best dividend-payer, should be given first, instead of last, consideration in the plans.

The plans as to the Sunday school will depend altogether upon whether the school is using the International Uniform, or Graded Lessons, its ground, resources, and community requirements. We can only indicate these things which should be considered as a general basis and certain possibilities and needs, no matter what the lesson plan.

The simplest plan should provide for the separation of the Beginners' and Primary classes or Departments by solid partitions, to permit of singing and recitation

work, or by screens at least. Such rooms can usually be built at the rear of most oblong buildings. If there is no Beginners' class, the Primary and Junior classes may occupy these rooms.

4. Akron Building Plan

This plan, originated by Lewis Miller and applied in the construction of the First Methodist Sunday School of Akron, Ohio, has been the model of Sunday school construction for fifty years. This provided for a Sunday school building attached to, and usually opening into, the church auditorium, thus increasing the capacity of both buildings if needed. The Sunday school building provided for a semicircular gallery with classrooms above and below, opening out into the Sunday school auditorium. Sometimes these class rooms were large enough for departments. This plan arranged for a common assembly and separation for teaching purposes. For the Uniform Lesson and the common review, this has been the popular plan.

5. The Graded Departmental Plan

With the coming of the Graded Lesson, the assembly plan, with the one lesson and common program, lost its value. Different programs were now required to fit the different lesson themes and the department ages. Separate rooms, as in public school, were required for the different grades, or at least one room for each department, with a possible subdivision of the department into grade rooms. Many different types of these department rooms have been evolved,

as shown in the specialization books and Mr. Kramer's booklets. Sometimes these department rooms are built about a school auditorium, or can be opened up into one, or the plans can provide for one; but the auditorium is not considered strictly necessary to the plan, which is educational, and the church auditorium is often used, where necessary, for purposes of assembly. The departments to be planned for are the Beginners', Primary, Junior, Intermediate, Senior, and Adult.

6. Other Rooms Required

In the newer plans the additional rooms provided for include:

(a) A Mission room for missionary material, such as curios and maps, to which classes can be taken for a missionary lesson.

(b) A Manual room for pulp work, map-making, molding of Bible utensils.

(c) Game and reading room for quiet games, such as table tennis, croquet, pingpong.

(e) Parlor, for social purposes.

(f) Gymnasium, with lockers, showers, and, if possible, plunge.

(g) Secretaries' room.

(h) Officers' room, for use of the superintendents and for cabinet meetings.

(i) Kitchen.

(j) Organization rooms, for use of classes or organizations where the various class or organization pennants can be hung.

Where the plan cannot provide for as many rooms,

the Manual and Missionary rooms can be combined, and the classrooms provided for can be used for social purposes. One of the department rooms adjacent to the kitchen can be used for banquet purposes. Other adjustments are possible, but the purposes aimed for should be kept in view.

7. The Church House for Community Service

In many communities the individual church, or the churches combined, put up a church community house to home the recreational life of the community under wholesome supervision and influences. A plan for such a building is found in Chapter VII of The Sunday School Building and Its Equipment, by Evans. This building is separate from the Sunday school, but some of its rooms can be used for Sunday school department purposes or for general gatherings of the schools. In one community, for instance, where there was a skilled elementary teacher, all of the Primary scholars of the community Sunday schools combined in such a community building and were splendidly taught. The plan fosters unity, cooperation, and economy in construction and operation.

Such a plan should provide at least for a social hall and gymnasium for motion pictures, entertainments, meeting room for the Grange, clubroom, and room for pool tables, games, and reading. The public library will cooperate by making this a branch.

8. Country and Village Building

The remodeling of old buildings to meet some of

the needs outlined above is given special attention in Chapters VIII and XII of The Sunday School Building and Its Equipment. The duty of providing for the evenings of the young people in the village, where the social attractions are fewer, and the tendency is to dissipate time and life, is even more imperative than the city.

Even in the one-room country church, at a slight cost, folding doors, or curtains, or rolling partitions can be introduced, that will not interfere with the use of the room for general meetings.

9. Equipment

One of the first essentials is light and air. The next is such decorations as will make the surroundings harmonious and homelike. These things are essential for a building which is a workshop and a home.

In the Beginners' and Primary Departments there should be small chairs, sand map, stencil roll (in Primary), pictures, and blackboard. In the other departments there should be the class formation of table and chairs, blackboard, maps, charts, registry boards for attendance, Bibles, hymns, department motto and banner, bulletin board, birthday boxes, American and Christian flag.

Equipment for the special rooms has been named in other chapters, namely, Missionary room, in Chapter XIX; Manual room, Chapter XIII; Gymnasium, Chapter XXVII; Social and Game rooms, Chapter XXVI; Secretaries' Room, Chapter XV; Library, XVII. The

classrooms should be decorated with the class name, motto, pennants, pictures, maps, and blackboard.

10. Improvement of Grounds

First impressions are of great importance in a Sunday school or church enterprise. The character of the institution, as of a home, is frequently judged by the outward appearance of the building and grounds. Trees, shrubs, flowers, well-kept lawn, trim fences, a well-painted, or it may be, vine-covered church, if of stone, combine in their effect upon visitor or stranger. The grounds and the door should spell "Welcome" before the building is entered. This is the way of business houses. A forbidding exterior and a dark interior do not attract customers. If the exterior of the Sunday school building is not positively attractive, make your plans and organize an improvement bee at once.

III. Practice Work

Carry through some definite plan for the improvement of a class, department, or schoolroom, or the surrounding grounds.

IV. Thesis

Outline a plan of improvement of the local Sunday school to meet the ideals presented in this chapter.

CHAPTER XXIV

THE COMMITTEE ON SOCIAL SERVICE

I. Books for Study and Reading

1. *Required Book on Sunday School Organization.* One of the books named in Chapter I, page 10.

2. *Specialization Books.* One of the following:

Social Service in the Sunday School. Ward (leaflet).
The Social Creed of the Churches. Ward. 50 cents.
Graded Social Service in the Sunday School. Hutchins. 75 cents.
The Way to Win (Chapters III and VI). Fisher. 50 cents.

3. *Additional Material:*

Social Service Pamphlets issued by Welfare Department, National Civic Federation, Federal Council of the Churches of Christ in America, and Joint Commission on Social Service of the Protestant Episcopal Church.
Christianizing the Social Order. Rauschenbusch. $1.50.
Sociology and Modern Social Problems. Elwood. $1.00, net; postage, 10 cents.
American Charities. Warner. $2.00.
The Social Teaching of the Bible. Keeble. $1.00.
Jesus Christ and the Social Question. Peabody. 50 cents; postage, 10 cents.
A Social Survey for Rural Communities. Wells. 10 cents.
The Church a Community Force. Tippy. 50 cents.
The Vocational Guidance of Youth. Bloomfield. 60 cents.
Spiritual Culture and Social Service. McFarland. $1.00.

Social service is the application of the principles of

Christ in community uplift and betterment. Such service will take on as many forms as there are community conditions and needs.

The Sunday school is primarily the agency through which children are to be trained for this service. Its organization and all-age comprehensiveness are adapted for such service. Social service furnishes a channel at hand for the expression of the Bible teaching. Children and young people, if rightly directed, are eager for such service.

II. Method Material

1. Social Service Committee

(a) This should represent the different departments of the school and should consist of scholars as well as teachers and officers. In large schools there should be a Social Service Committee in each department, and the chairman of this Department Committee will be a member of the General School Committee. The chairman of the School Committee should be a member of the General Church Committee on Social Service.

(b) The committee will cooperate in the plan for a community survey, give due publicity to same, and direct departments and classes in a comprehensive scheme of social service activities. It will seek to so coordinate these activities as to avoid overlapping and waste.

2. Community Survey

Secure from the Federal Council of the Churches of Christ in America the little pamphlet, What Every

Church Should Know About Its Community, which suggests the details of a proper survey, and charts which may be prepared to set out the information obtained. The survey will necessarily differ in rural and city communities. If obtained in connection with other churches, each church will be assigned its section for survey.

The general features to be covered in such a social service survey are

(a) Population. Total, nationalities and those dominating, increase or decrease.

(b) Church Life. Number of churches, membership, attendance, Sunday school membership and attendance, other Christian neighborhood organizations, social service activities.

(c) Education. Population of school age, attendance, medical inspection, manual training and domestic science, vocational guidance, facilities for popular education, such as libraries, lecture and extension courses, social centers and reading circles.

(d) Recreation. Organized recreations, such as playgrounds, school athletics, those under religious agencies, boys' and girls' clubs, athletic, social or recreational clubs, amusements, private or public, their character, provision for social life of boarding young people.

(e) Health. Death rate, infant mortality, health officers and functions, annual Health Board budget and how expended, education as to disease prevention, cooperation of churches in this, hospitals, dispensaries, visiting nurses, convalescents, contagion in occupations.

(f) Housing. Slums, sanitary building defects, number in room, ownership, governing laws and enforcement, boarding houses, furnished rooms and occupants.

(g) Labor. Number, ages, establishments, length of working day, night work, seven-day work, wages, laws as to health and safety and enforcement, unemployed, trades unions.

(h) Immigrants. Location, housing and living conditions, community contact through night schools, social centers, school buildings, churches.

(i) Charities. Agencies, cooperative work, church relief, cooperation between church and other agencies, city, county, and State provision for the poor, defective and dependents, and church cooperation with these institutions.

(j) Delinquents. Juvenile courts, probation officers, separate confinement of prisoners, provisions for paroled adults, conditions of jail, police station and lockup, employment of prisoners, discharged prisoners.

(k) Public Morals. Responsibility, number of saloons, gambling houses, houses of prostitution, regulations as to these, regulations as to picture shows, theaters, public dance halls, drugs.

(l) Civics. Community government, departments and functions, cooperating club or league, church cooperation with officials in an organized way.

3. Publicity

The facts obtained by the survey should be classified and charted for the information of the school. A

form of general chart is suggested in the pamphlet, What Every Church Should Know About Its Community. Under such subjects as labor, education, housing, a minimum standard may be worked out and outlined, so that the local deficiency may be apparent.

4. Results

If the survey has been obtained in cooperation with other churches and community organizations, a conference of representatives of these will assign to the local church and Sunday school its portion of the general task of remedying conditions. The Social Service Committee will organize the local cooperation with this general program.

5. Assignment of Service

With a knowledge of the community and local church needs, the committee will list the work needed to be accomplished by the school and assign to the classes or departments that service coming within the ability of each. In addition to those suggestions coming out of the local study, many suggestive forms of service can be found in Graded Social Service in the Sunday School and What 100 Organized Classes Did and Week-Day Teen Age Activities (the last two issued by International Sunday School Association, Chicago, Illinois).

6. Suggested Plans

In the long list of possible social service activities for the Sunday school may be mentioned the following:

(a) In the cities especially the Social Service Committee can relate the young people of the Sunday school and their parents to right employment and safeguard them in their employment life. One such school in Brooklyn places three hundred annually in this way, without cost to applicants.

(b) In the summer the poorer children can be sent to a summer home. The cash Christmas gifts of the scholars in one school support eighty children annually in one such home.

(c) The Sunday school rooms and grounds can be opened in summer for games, industrial work, exercises, to do definite educational work and to offset unorganized street play.

(d) Assign to classes or departments definite service to different institutions, as, for instance, for the Beginners, gifts of toys to a nursery, for Primaries, the support of a child's cot in a hospital.

(e) Visit boarding houses with invitations to services, socials, entertainments. Assign a committee to hotels for similar purpose.

(f) Appoint a men's class as Big Brothers, and a ladies' class as Big Sisters, to probation cases of boys and girls in Juvenile Court.

(g) See that sanitary drinking fountains are installed at strategic points.

(h) Visit regularly institutions in vicinity with flowers and comforts. Hold a service of song or give an entertainment in such institutions or for private sick and shut-ins.

(i) Make up postcard albums and magazine collections for institutions.

(j) If in village or county, install baseball and tennis grounds. Visit farmers and employers in a campaign for a Saturday half holiday for farm help, so as to make Sunday baseball unnecessary.

(k) Campaign for a neighborhood child's playground and cooperate in its equipment for open air work and for rainy days.

(l) Plan for use of the Fourth of July as a civic day to introduce new immigrants to citizenship, or as a first voters' day.

(m) Country children can send flowers or fruit to city hospitals.

(n) Improve the church property grounds with flowers, shrubs, and trees, and box for waste paper, and extend this interest to neighborhood.

(o) Have Sunday school cooperate in a neighborhood clean up and beautifying day, when all lawns and yards shall be cleared of waste and some improvement added to every place.

(p) If near a railroad station, see that strange young girls arriving are properly directed and that aged are guided and helped. The Girls' Friendly Society, 216 Fourth Avenue, New York city, promotes this service as a chief feature of its work.

(q) Organize saloon-closing campaign with boys' and girls' petitions, and men's classes as an organized center of effort.

(r) Have a social service rally inviting city or village Health Department head, and present, through lantern

slides and charts, the city or neighborhood conditions, hospitals, and other institutions for public service. At this rally report the school's social service work.

(s) Organize men's and women's classes into small groups and relate each group to a particular problem for constructive work and direct or supervise such work when organized. For instance, a group of mothers may cooperate with the Health Department in giving demonstrations to mothers as to bathing, dressing, and feeding babies and proper home sanitation.

(t) Form the young people into a Junior Civic Organization to elect officers corresponding with the local government officials, for auxiliary service.

(u) Organize the Juniors into a league to protect animals and to show courtesies to old people.

(v) Promote in the country a corn or preserve or produce social, the proceeds to be used in some local uplift work.

(w) Encourage the children to plant a half acre or an acre, the profits on which will be used in some definite social service program.

(x) Organize a singing society and social center to provide for the community weekly meetings for all its young people, for wholesome entertainment under proper supervision. This may include debates, gymnasium, and games.

(y) Cooperate in plans to beautify the local cemetery, improve fences and good roads, censor moving pictures, provide circulating loan libraries, and pictures for walls of public buildings.

(z) On Christmas, Thanksgiving, and whenever the need arises, plan for dinners for the poor, so coordinating the work with the charitable organizations that duplication may be avoided.

7. Social Service Education

The Committee can promote a knowledge of this comparatively new branch of Christian service in the following ways:

(a) Social Service Library. These books should be purchased by the church or school from the list suggested in this chapter and in the literature of the Federal Council Commission on the Church and Social Service, 612 United Charities Building, New York city.

(b) Reading Course. Several of the books can be selected for a season's reading.

(c) Study Class. Young people, and those who are older, will find a week-night meeting a fascinating one in the discussion of the many phases of social service. These things come close home. The weekly topic should be announced, investigating work assigned by the leader, and the report used in the discussion.

(d) Observation Work. Groups should be formed to observe local factory or other employment conditions, bad housing, street conditions, etc.

(e) Open Forum. Illustrated lectures, debates participated in by labor representatives will arouse great interest in social service problems.

III. Practice Work

Personally carry out any two of the above sugges-

tions (sec. 6) that may be practicable in your neighborhood.

IV. Thesis

Outline a program of social service activities for your church and neighborhood.

CHAPTER XXV

THE PUBLICITY COMMITTEE

I. Books for Study and Reading

1. *Required Book on Sunday School Organization.* One of the books named in Chapter I, page 10.

2. *Specialization Books.* One of the following:

Church Publicity. Reisner. $1.50.
The Church and the Press. Report of Publicity Commission of the Men and Religion Movement.
Publicity and Progress. Smith. $1.00.
Principles of Successful Church Advertising. Stelzle. $1.25.
The Way to Win (Chapter 7). Fisher. 50 cents.

3. *Additional Material:*

Advertising the Church. Ellis.
Sunday School Advertising Plans in the "Executive."
Reports International Sunday School Association, World's Sunday School Association, and the denominational Sunday school year book.

THE Sunday school is a business. It is the biggest business in the world. It has business with every individual, every home, every community. It has the only patent for making character. Substitutes have been tried, but have failed. The patent is written down in the Book. There are over 30,000,000 direct customers and probably 100,000,000 who are relatives of these, and therefore interested. There are 300,000

branch houses for the product and over 3,000,000 salesmen, who are consumers of the goods, with business in every part of the world. There are head offices in New York and London, national offices in each country, and State and provincial offices throughout America. Its salesmen are trained in 20,000 national conventions. The business is gaining 1,000,000 new customers every year.

A publicity man or committee is needed in every one of these 300,000 branch offices, to make a customer of the last person in the community and to set out the wares so attractively and so persistently that everyone must buy.

The Sunday school, as a department of the church, should advertise its goods in connection with other departments for a united impression of the business. As the training department of the business it should produce expert publicity men for the other departments. With the best goods and the biggest market, we have been laggards in wise publicity. The business world has outstripped us. We must believe in our goods and catch up. Fortunately, help is at hand in the splendid publicity material named in the specialization list.

II. Method Material

1. The Publicity Committee

The chairman of the Sunday School Publicity Committee should be a member of the Church Committee on Publicity, that the plans may be coordinated and

the news presented with a unified aim. The school secretary should be a member of the committee, with a representative in each department for the gathering of department news. If possible, put on the committee a business man who himself advertises in the local press.

The committee is to put before the school, church, and community the school news and the ideals for which the school stands, to increase interest, spirit, efficiency, and attendance.

2. Using the Public Press

(a) It is a mistake to think that the newspapers do not want Sunday school news. They want anything properly written, that will interest any number of readers. They even pay for the Sunday school material where syndicated. In Ohio a group of county newspapers pay weekly for pure Sunday school news, some of it general, some of it the progress and news of the local schools. Where only one school is involved pay, of course, should not be expected of the paper.

(b) Call upon the editors of the local press, offer to cooperate with news, and secure his suggestions. Mr. W. T. Ellis, one of the best newspaper publicity men in the country on religious material, suggests that news must be real, honest, of things done, said intelligently and briefly, recent, applying to as many as possible, unusual, relating to community activities and special events, modest in its statement of accomplishments, careful in boosting individuals, illustrated where

possible. Long items should be broken up into subheads or abbreviated. Items of the broader Sunday school field, of mission activities that can be obtained from the reports of the larger organizations, will be acceptable. Treat all the papers alike as to news. Typewrite the items wherever possible. Give to the news the element of hope, progress and victory, and above all the human note.

(c) For many years the local press has given a column of space weekly without charge to the church and Sunday school of which the writer is superintendent. The news is subcaptioned. Before me are the items for September 19. The first caption relates to the church. Then come "Bible School," "Mobilization Day, September 27," "Gymnasium Reopens," "Teachers' Annual Social," "Kindergarten Rummage Sale," "Epworth League Fall Rally," "Ladies' Aid Pure Food Luncheon." One paragraph from the "Bible School" caption will explain the style.

The Bible School meets at 2:30 o'clock and the doors are wide open to the visitor. We encourage visitors to come. We provide for visitors. We expect visitors at every session, and they come. If you should come, you wouldn't feel embarrassed. Not at all. And if you didn't feel glad that you came, it wouldn't be our doings. So come. Bring the children to-morrow and enroll them. Bring the little folks and those of Junior and Intermediate age to the Madison Street entrance. The Bushwick Avenue entrance is for Seniors and Adults. Welcome is the word we pass on to the stranger.

Often we include news about the general Sunday school movement, sayings of great men about the Bible

and the Sunday school as an institution, in order to dignify the Sunday school in the eyes of the readers.

(d) In a community where there are a number of churches and Sunday schools, it may be well for them to combine in a paid general weekly advertisement in order to put a combined message before the community, show the unity of the Christian Church and its spirit and aim. Such a paid ad will naturally incline the papers to a larger space for church news, and show the community that the church is in earnest. Mr. Ellis's booklet, Advertising the Church, gives the material of the weekly advertisement of the churches of Philadelphia. Many Sunday schools carry such advertisements, especially in an appeal of men's classes for men.

3. The Bulletin Board

This should be in the main Sunday school entrance, and should set out the school's past and coming events. It should be uniquely illustrated by some artist such as every school furnishes.

4. Signboard on School or Church

This should be illuminated if possible, or of changeable white letters on a black background, or so plainly lettered that it can be easily read by passers-by, and should state, in as few words as possible to make it stick, the coming event.

5. Community Posters

These may be of a temporary character, to advertise a special event, or those that shall be a steady reminder

of the school. They should be so worded and printed, as to style and colors, as to catch the eye and leave an impression. They should be placed in hotels, boarding houses, stations, post office, stores.

Mr. Stovall, in the Executive, tells about a Sunday school which used all the covered bridges within a radius of six miles from its school in Oregon, with the following poster in letters of dark-green on a bright yellow background:

WHOA!

This is a good place to stop and rest awhile, and while you're resting please remember that there will be a Sunday school next Sunday afternoon between two and three at Glenbrook Church, just three miles up the road. You can't miss it if you follow the main crowd. A quartette, a chorus, both of which can sing, are always there with the music. Interesting classes for old and young. A glad hand for everybody. Thank you!

On another country road there were signs at one mile intervals pointing to the local Sunday school.

6. A Community Letter

A list should be made of the non-Sunday school attendants of the community. These, or at least the parents, should be reached regularly with an attractive card or folder showing up the school and inviting to membership.

A Chicago house doing a mail order business and employing ten thousand clerks, secures its business in a community by first obtaining a list of the desirable people there who are not customers. Letters are then

sent, five weeks apart, different in character, until in all twenty-eight appeals have been made, unless the party should buy earlier. Eighty per cent of this firm's business is secured in this way, and eighty per cent of this comes after the twentieth letter.

7. The Sunday School and Religious Press

Important news, such as anniversaries or neighborhood movements in which the Sunday school has a part and which will be of interest to the church as a whole, should be communicated by the Publicity Committee to the denominational religious press. Tested and unique methods in the local school should be sent to the denominational and interdenominational Sunday school press as encouragements to other workers.

8. Church Calendar

Where the church prints a weekly calendar of its Sunday and other services, the committee should secure a space for the Sunday school, and in the briefest way possible indicate the school news, coming events, and an invitation to strangers to join or visit the school.

9. School Paper

Some schools issue monthly or quarterly papers, giving items of class, department, and school interest, names of new scholars and visitors, honor pupils, contributions of scholars, brief messages from superintendent, campaign plans. The cost of this should be covered by advertisements, but such advertisements

from strangers should be sought upon a basis of value received. Scholars should compete for a cover design and a name for this paper.

10. School Manual

For information of scholars, parents, visitors, and congregation, a manual should be prepared, either as an annual affair, or as advertising material to show up the school's organization by departments, classes, and activities. Pictures of the school, classes, and organizations will add to the interest of such a publication. Advertisements should be sought to cover the cost of this. The quarterly school paper may be expanded into this manual for one issue as a cost-saving plan.

11. Attractive Forms

The committee should be charged with the responsibility of devising attractive methods for school notices, and plans for teachers' meetings, Rally Day, absentees, etc. The "Specialization" books, such as Church Publicity (Reisner), should furnish suggestions as to this. The magazines should be studied to learn the art of catching attention. A business man who spends half a million dollars annually in advertising studies his ads to eliminate every unnecessary word and yet convey what he wants to impress.

Get in touch with publicity men in live Sunday schools and exchange ideas.

12. General

Among the committee duties may be the preparation

of banners with quotations, school and department mottoes and slogans, school thermometers and other devices for stimulating attendance, school advertising schemes, such as a Sunday school blotting pad, school buttons, a foot rule, a Sunday school yearly calendar with the school attractions brightly presented.

"The best advertisement is a pleased customer." A scholar inspired by the school spirit, motto and songs, wearing the school button, is a fine adjunct to the Publicity Committee as a school talking point.

III. Practice Work

The Publicity candidate should, for a month, furnish satisfactory school copy to the local public press.

IV. Thesis

This should be an outline for a practicable plan of publicity for the local school, after reviewing the above suggestions.

CHAPTER XXVI

THE SOCIAL COMMITTEE

I. Books for Study and Reading

1. *Required Book on Sunday School Organization.* One of the books named in Chapter I, page 10.

2. *Specialization Books.* One of the following:

Social to Save. Wells. 35 cents.
Social Evenings. Wells. 35 cents.
Social Plans for Young People. Reisner. 75 cents.

3. *Additional Material:*

Social Activities for Men and Boys. Chestley. $1.00.
Five Hundred Ways to Help Your Church. Wolcott. $1.00.
Games for the Playground, Home, School, and Gymnasium. Bancroft. $1.50.
101 Things for Adult Bible Classes to Do. Moninger. 25 cents.
Indoor Games and Socials for Boys. Baker. 75 cents.
Eighty Pleasant Evenings. 35 cents.
Bright Ideas for Entertaining. Linscott. 50 cents.
Bright Ideas for Children's Parties. Loveland. 25 cents.
Through the Week Activities. International Sunday School Association.
Children at Play in Many Lands. Hall. 75 cents.
Education by Plays and Games. Johnson. $1.10; postage, 10 cents.
Games for Everybody. Dodge Publishing Co. 50 cents.
Dame Courtesy's Guessing Contest. 50 cents.
Camp and Outing Activities. Chaley-Baker. $1.50, net; postage, 10 cents.

THE SOCIAL COMMITTEE

In this chapter we shall treat of the work of the Social Committee as embracing the indoor social work of the school and covering socials, games, and entertainments.

In the following chapter, under the "Athletic Committee," we shall cover such outdoor recreations as picnics, campfire outings, etc. Back of the work of both committees is the school's recognition of its relation to the fourfold life: social, mental, physical, and spiritual.

II. Method Material

1. The Social Committee

The committee should have in its membership a representative of each department of the school.

Its service will be to promote the social life of classes, departments, teachers, and parents, and to plan for the literary instruction and entertainment of the school.

2. Welcoming New Scholars

The committee should see to the proper welcoming and introduction of new scholars, in cooperation with the assistant superintendent. The Organized Class will, of course, have its own Social Committee for class purposes, but the School Social Committee should relate the scholar to the school, and put the school touch upon the new arrival. This it may do by having a representative at the school door or in the secretary's room for purposes of greeting. The new scholar should then, at the proper point in the exercises, be

introduced to the department or school. Some schools arrange quarterly social services for this purpose, the new members being decorated with a different colored ribbon or flower from the others. A welcome card or letter should be sent by this committee or by the secretary to these new scholars.

3. Welcoming Visitors

The Social Committee should be at the school door to welcome and seat visitors, to conduct them about the school, explain the school plans of organization, and supply them with school literature. These visitors should be registered in a visiting book and a card of welcome sent by mail in the week following the visit, inviting to membership or a further visit.

4. The Birthday Social Touch

Where the secretary of the school does not recognize the scholars' birthdays, the Social Committee has, through this plan, a fine opportunity for the social touch. A birthday card index will be essential for this plan.

5. Visiting the Sick Scholar

This privilege, next to the teacher, falls to the Social Committee, where the school does not cover this duty under a separate Visiting Committee. Flowers should be taken on such visits in the name of the committee.

6. School Decoration

The work of the committee is to produce a social

atmosphere. Nothing, next to a smile and a handshake, so enhances this as pleasant surroundings. The committee has a large opportunity of service right here, through decoration of the school walls with pictures representing the best in art, great sayings, pictures of leaders, and through use of potted plants and flowers.

7. Bulletin Board

This should announce in attractive form the events planned for by the Committee.

8. Social Plans

(a) Teachers' Socials. These may take the form of an informal monthly supper where teachers and officers come together, each paying for his meal, the supper to be succeeded by school business, lesson discussion, or the reading of a chapter in some book of special interest, such as Timothy Stand-by and Fishin' fer Men (both by Dr. Clark) or The Teacher's Candlestick (Slattery). Or it may be a quarterly, semi-annual, or annual grouping of department teachers, or of all the school workers. The program for all workers should be built about a theme, a worker's song may be sung, the school motto and goals emphasized, and the school colors should be used in decoration.

(b) Scholars' Socials. These may consist of department or general school socials, according to the size of the school. If a school social, it would be well to select an occasion timing with some holiday, such as Halloween or a patriotic day. This will give oppor-

tunity for special decoration and program variety. The following may be suggested as examples:

An Autumn Social can be made attractive with oak, maple, and fir branches and leaves. Crepe paper will add to these effects. Each attendant may wear an autumn leaf.

The Thanksgiving Social decorations will be in colonial colors. Admittance will be a Scripture verse with the word "Thanks" in it and some vegetable offering. The program will bear upon the Puritan settlement, the first Thanksgiving. The refreshments may be served by young people dressed as Priscillas or John Aldens.

The school's own colors should be used for general social occasions. One school uses white and gold as its colors, and for its flowers the daisy and chrysanthemum.

The committee can awaken interest in these socials and spread the work by dividing the school into three or four alphabetical divisions, making each division responsible for supper and program. The competitive element will help in this plan.

(c) Parents' Socials. Invitations to these should be written or printed and signed by the Social Committee and the class teacher. In the larger schools there is a gain in having the parents' socials by departments, in order that during the evening the officers shall have opportunity to secure the parents' cooperation in the peculiar problems of that department. The scholars should have a part in the exercises. Teachers should use the social to seek acquaintance with parents of

their scholars. Mothers will be glad to serve on the Refreshment Committee in providing cake or basket lunches or coffee.

(d) Class Socials. Usually the Class Social Committee will care for the details of these. The School Social Committee should seek to bring together classes of the right age for purposes of acquaintance. Suggestions for programs can be obtained from the books under "Specialization" or from the excellent leaflet, Practical Plans for the Social Committee in Organized Bible Classes (Alabama Sunday School Association, Montgomery, Alabama).

9. Games

In addition to the splendid general games suggested in Bright Ideas for Entertaining and the other books named under "Specialization," there are some excellent Bible games for class socials, to arouse competitive interest and impress a few Bible facts. Among these are:

Bible Picture Puzzle Game (25 cents).
Bible Girls' Game (25 cents).
Bible Boys' Game (30 cents).
The A B C Bible Game (30 cents).
Bible Authors (35 cents).

There is a series of Bible games at 15 cents each (3 cents additional postage) which, with the above, can be purchased at Sunday school supply houses. They are:

Game 1. Bible Characters.
Game 2. Bible Promises.

Game 3. Bible Cities.
Game 4. Bible A B C's.
Game 5. Bible Books.
Game 6. Commandments.
Game 7. Bible Drills.
Game 8. Characters, Beatitudes, and Commandments in One.

A spelling contest in Bible names and places will be interesting, or a contest in writing down the longest list of Bible characters and places, or a contest in answering prepared questions on more familiar facts of Scripture history. A splendid list of such questions may be found in Supplemental Lessons for the Junior and Intermediate Departments, and Bible Drills (Standard Publishing Co., Cincinnati, Ohio), as well as A Supplemental Bible Question Course by John B. Smith (Sunday School Times Co.).

10. Reading and Game Room

The committee should provide some such room where young people can drop in evenings for reading and quiet games. If two rooms are available, one should be used for reading and one for games. Especially is such a room necessary where there is not a convenient public library or a Young Men's Christian Association. The State librarian will be glad to send a loan library for limited periods for such Sunday school purposes. Certain magazines should be subscribed for. Each one using them can subscribe a small sum to a magazine club, and in this way a

number of magazines can be kept on file and, in some cases, loaned out.

11. Debates

These can be arranged between classes from a list of topics covering popular subjects and practical problems.

Reviews of popular books may be made by members and discussed.

12. Singing Society

The Social Committee will find the organization of such a society a splendid get-together plan. The society can work upon a cantata, and this will form one of the series of school entertainments for the year.

13. Entertainments

By these we mean a series of set entertainment features, say one for each month during the season, for scholars and parents. These can consist of concerts, readings, stereopticon, reflectoscope, scientific talks on popular subjects, cantata, old folks' concert, Boy Scout or Camp Fire Girls' drill, allegories.

Material for these may be found in the following:

Fancy Drills and Marches. Kellogg. 30 cents.
Drills and Marches. Root. 25 cents.
Easy Entertainments for Young People. 25 cents.
Sunday School Entertainments. 30 cents.
Entertainments for All the Year. 30 cents.
Inspiring Recitations. Loehr. 30 cents.
Paramount Sunday School Recitations. Loehr. 30 cents.

Fernland Sunday School Recitations. Best. 20 cents.
Tiny Tots Speaker for 4 to 5 year-olds. 15 cents.
Little Primary Pieces for 5 to 9-year-olds. 15 cents.
Little People's Speaker, for 9 to 12-year-olds. 15 cents.
Young People's Speaker, for 12 to 15-year-olds. 15 cents.
Young Folks' Recitations, for 15 and above. 15 cents.
Little People's Dialogues. Denton. For 10-year-olds. 25 cents.
Young Folks' Dialogues. Shoemaker. For above 15 years. 25 cents.
Paramount Sunday School Dialogues. Best. 20 cents.
Ideal Dialogues. Strouse. For above 15 years. 30 cents.

III. Practice Work

Plan and conduct a model class, department, or teachers' social.

IV. Thesis

Outline a well-balanced social and entertainment program for your school for a year.

CHAPTER XXVII

THE ATHLETIC COMMITTEE

I. Books for Study and Reading

1. *Required Book on Sunday School Organization.* One of the books named in Chapter I, page 10.

2. *Specialization Books.* One of the following:

Boy Training. Alexander. 75 cents.
The Boy and the Sunday School. Alexander. $1.00.
A Manual of Physical Training for Boys and Girls. Anderson. $1.25.

3. *Additional Material:*

Successful Boys' Clubs. Anderson. 65 cents.
Pamphlets International Older Boys' and Girls' Summer Camp Conferences. International Sunday School Association.
Through-the-Week Activities. International Sunday School Association.
Games for the Playground, Home, School, and Gymnasium. Bancroft. $1.50.
Prospectus of Young Men's Christian Association Summer Camps.
Camping for Boys. Gibson. $1.00.
Around the Fire. Burr. 75 cents.
See Manual of Boy Scouts (25 cents, net; postage, 5 cents), Camp Fire Girls (25 cents; postage, 4 cents), and other organizations in Chapter XXVIII.

The Sunday school recognizes its duty to guide the physical, mental, and social life as well as the spiritual.

None of these can be neglected without hindering the complete development of the life, which is fourfold, but still one in the interrelation of these capacities. The spiritual is homed in and expressed through the mental, social, and physical. It is the governor of these.

The right development of the physical is not simply the training of the body as the workshop of the soul. It affords opportunity to the Sunday school to extend its teachings of God to his book of nature. It furnishes too an opportunity to be coveted by officers and teachers, to come into sympathetic relation with those who are taught, and to strengthen the grip upon the life that it may be molded for highest aims.

II. Method Material

1. The Athletic Committee

Sometimes the work of this committee is combined with that of a Recreation Committee, which includes the social and literary service. It is here given separate treatment because of its importance.

The committee should be representative of all the departments of the school, and should have in its membership at least one of the older boys and one of the older girls. Its duty will be to plan for indoor and outdoor athletics, picnics, hikes, camps.

2. Bulletin Board

Full notice of coming athletic events, as well as the facts as to past games, should be fully advertised by

the committee in the local press, as well as upon the Sunday school bulletin board. A school artist can give special interest to these affairs by adequate illustration.

3. Supervision

It should be borne in mind that where failures have occurred in the athletic work of the Sunday school it has come about through lack of proper leadership and supervision. Young people should be given due responsibility for results, and where they have been put upon their honor they have usually been true, but the committee should keep close to them, and, in a spirit of comradeship, cooperate.

4. Indoor Athletics

Two rooms could be wisely used, one the gymnasium, the other the game room referred to under "Social Committee."

The outfit of the game room may include such manual material as electrical, wireless and telegraph apparatus, aeroplane and submarine models, material for wood-carving, pulp-molding, and basket-weaving, Such moderate indoor games as table tennis, pingpong, table ring quoits, may be played.

This room outfit should cover simple science books and practical magazines, such as World's Work, Scientific American, Technical World Magazine.

There should be a place too for a museum of objects gathered by the Tramp and Nature Club, and a nature library to make interesting God's out of doors. In

addition to technical nature books are the fascinating "Glengarry" stories by Ralph Connor; Freckles, The Girl of the Limberlost, The Story of the Cardinal, by Mrs. Porter; The Call of the Wild and Vandyke's books. The room can be decorated with pennants and pictures of animals and inventors.

The gymnasium has come to be a part of all good new Sunday school construction. The outfit can include a mat, springboard, horse, vaulting standard, baskets and ball, punching bag, rings, dumb bells, Indian clubs, horizontal bar, chest weights, indoor baseball, swing. Wherever possible a shower bath should be installed, and lockers. Provision should be made in the schedule for the girls. Exhibition drills and games should be given. Regular attendance at the Sunday school must be a requisite for membership in these and in other athletic privileges. A physician's certificate should be required of each member.

5. Outdoor Athletics

Many communities now have Sunday School Athletic Leagues to promote basketball, football, baseball, and tennis and handball tournaments, among the school members. Saturday afternoons are usually chosen for this. In one Western city the League plays at six o'clock evenings.

Where a League does not provide fields in common, the Athletic Committee should plan for the grounds for the school. It should cooperate in an effort for a Saturday half-holiday for the hired man on the farm

and for young people in the stores, shops, and offices, so that Sunday baseball and other Sunday sports may be eliminated.

These contests, as well as the indoor athletics, should be governed by well-understood rules. The Young Men's Christian Association will be glad to assist with such information and in supervision of local Sunday school training. The medals should be presented by prominent men. Due publicity in the local press will be valuable. The members should have an occasional talk on the many Christian athletes who are to-day leaders in the world's improvement, and on fair play in sport, as well as on purity, temperance, and non-smoking as a basis of physical well-being.

6. The Sunday School Picnic

This annual affair provides the Athletic Committee with an opportunity for unusual service. The program of sports should make use of young and old. In the line of athletic contests may be named the tug-of-war; hop, step, and jump; short distance runs, stone put, standing broad jump, baseball. Bean bags and quoits are always in favor. Among diversions are an egg-hunting contest over the grounds, nail drawing, wood-sawing, box-making (where each contestant is supplied with six pieces of wood, tack hammer, and nails). Among the races are potato, flag (same plan as potato), egg and spoon, sack, three-legged, wheelbarrow, hoop, peanut, clothes hanging, ladies' ball-throwing, rope-climbing, bobbing for apples.

7. Other Outings

Hikes and cross-country runs, visits to museums and other public buildings may be suggested by the committee in a pamphlet explaining distance, direction, cost, and objects of interest.

The Fourth of July can be planned for as an immigrants' or new voters' day, in cooperation with the Social Service Committee. This will give a chance for decoration in the national colors, athletic events, aeroplane ascension, reading of the Declaration of Independence, oratorical contests among the boys, singing of national songs.

In the Sunday School Executive a Syrian Day is suggested for a lawn outing. Waiters and groups, dressed as Syrians, occupy rugs and tents; the signs indicate objects of interest in Syria, Jacob's Well, Cedar of Lebanon, Abraham's Oak, Damascus. Booths for refreshments add to the effect. A similar plan could be applied to Japan and other countries.

Daisy, autumn leaf, and goldenrod parties can be organized, and nature parties, with rewards to those finding the largest collection of different leaves, wild flowers, and minerals.

8. Summer Camping

The Boy Scout and Camp Fire Girls and the Young Men's Christian Association and International Sunday School Association have made camping a popular thing as a diversion. These camps have become too a great training spot in practical living and in the development

of manly and womanly character. Full instructions as to plans, daily schedules, subjects for programs are given in the pamphlets under "Specialization." Where a local summer camp cannot be arranged the Athletic Committee should encourage the sending of some school representatives to the nearest Christian camp. But in almost every community, through the extension of the Scout and Camp Fire movements or through the Sunday school, local camps can be initiated. The International Sunday School Association pamphlet concerning the Lake Geneva Sunday school camp for older boys and girls, is especially suggestive of the possibilities of these camps.

The committee can place such camp literature in the hands of the teachers of boys with suggestions as to a class camp in a tent, bungalow, or old farmhouse near the water. The boys can be assigned specific duties as to fire, water, cooking, and table. Sports, hikes, life-saving drills, nature study, worship and games comprise the day. The Bible topics in the camp service will cover outdoor life. A few of the books named under Section 4 should be read in the presence of all. Story-telling, camp yells, singing, camp fires, stereoscope and reflectoscope travel talks, mock trials, will make diversion.

III. Practice Work

The Athletic Committee candidate should, for a month, lead a group of boys or girls in indoor or outdoor athletics.

IV. Thesis

Let this be a possible plan for indoor and outdoor athletics for the local school, or for one of the school departments or for one of the organizations of young men or young women attached to the school. The plan should cover the athletics for a full school year.

CHAPTER XXVIII

THE COMMITTEE ON ORGANIZATIONS

I. Books for Study and Reading

1. *Required Book on Sunday School Organization.*
One of the books named in Chapter I, page 10.

2. *Specialization Books.*

The Sunday School and the Teens. Chapter on "Auxiliary Teen Age Organizations." Alexander. $1.00.

3. *Additional Material:*

The Rural Sunday School and the Teens. Alexander. 50 cents.
The Adult Bible Class. Pearce. 25 cents.
Organized Sunday School Class for Boys Leaflet. International Sunday School Association.
Organized Sunday School Class for Girls Leaflet. International Sunday School Association.
100 Things 100 Organized Bible Classes Are Doing. International Sunday School Association. 25 cents.
The Adult Worker and His Work. Barclay. 50 cents; postage, 5 cents.
Through-the-Week Activities for Teen Age Organized Bible Classes. International Sunday School Association.

THE power of the Sunday school is the power of its organized units. That unit may be the department or class or interclass or interdepartment organization.

It is inevitable that young people shall organize when they come to the teen years. This is the recognized gang instinct. This instinct can run wild, or it can be guided and conserved for highest good, indi-

vidually, church-wise and community-wise. It should be understood and wisely met.

"One do is worth a thousand don'ts." Energy harnessed for service is a constructive force. Our past plans have been repressive. They must now be expressive.

At the heart of each organization should be a recognition of the Bible, its message and its mission in promoting brotherhood and service. The strong men's organizations that have survived have had this recognition as a basis. A merely social or recreational objective ordinarily makes the organization short-lived.

In practically all of the list of organizations named later the religious motive and objective is apparent.

II. Method Material

1. Committee on Organizations

This committee should consist of representatives from each of the departments which require special organizations.

The committee should study the local needs and then secure the literature concerning the organization that may meet these needs. Effort should be made to avoid overlapping and to plan for a few strong organizations rather than many of them, and to attach these to the church or Sunday school, and not promote them as independent affairs.

2. Religious Organizations

(a) The Organized Adult Bible Class. This is

placed first because it so largely meets the requirements for the recreational life, while it has at the core personal evangelism, missions, and service growing out of Bible study. For this reason it is gradually replacing the Brotherhoods, except where the latter becomes a Brotherhood Bible Class with a weekly session for Bible study. It is said three million men and two million women have been added to the Sunday school in the last nine years through the Adult Bible Class organization.

The plan of organization and the many activities of the Organized Class are found in the specialization material. The general plan of organization covers the leader, who is the teacher, the president and secretary and the Membership, Social, Spiritual, and Benevolent Committees. The plan applies equally to men and women. An Adult Class button with a white center and red rim is the emblem of the class. A certificate of organization of the international and denominational Sunday school organizations should be obtained and framed. The class name, motto, and pennants should decorate the room. A library of choice books for adults should be kept in circulation. Leaflets explaining class plans should be obtained from the denominational Sunday school or State Sunday School Association headquarters.

(b) Organized Secondary Division Classes. The plan of Bible class organization is now applied to classes in the Intermediate and Senior Departments. The same committees can be appointed. The button is a white center and a blue rim. A certificate of

organization should be obtained. Pennants and mottoes will be of interest at this age. A class objective for special giving should be chosen. As with the Adult Class, a monthly meeting of the class is held for recreational and business purposes. Suggestive names for the class and suggestions for buttons can be obtained in a pamphlet issued by D. C. Cook Publishing Co., Elgin, Illinois.

(c) Epworth League, Christian Endeavor, Baptist Young People's Union, etc. Information as to these organizations can be obtained from the headquarters of the organization.

With the rapid development of the Organized Class and the more thorough organization of the Intermediate and Senior Departments of the Sunday school, much of the work heretofore accomplished by these organizations is now taken over by the Sunday school. In each situation there should be careful study as to which plan best serves the interests of the work and which meets the need of the largest number.

(d) Missionary Organizations. The missionary organization of the entire Sunday school is provided for by the plan of the denominational church organization. The work of the Missionary Committee (Chapter XIX) covers this. There are special organizations for young people, however, provided by the missionary societies, and full information as to these can be obtained from the church missionary headquarters. For instance, in the Methodist Episcopal Church plan there are the "Little Light Bearers" for the Primary children, "The Standard Bearers" for the Juniors, the

"King's Heralds" for boys, and the "Queen Esther Circle" for the teen girls. Each of these organizations has a course of study.

Mission study classes for young people are promoted by the Missionary Education Movement and the Sunday School Board of the denomination.

The Committee on Organizations will cooperate as needed with the Missionary Committee in promoting these organizations.

(c) Temperance Organizations. Write the denominational temperance headquarters for the plans for these young people's organizations. The temperance organization for Methodist Episcopal Sunday schools is the "White Shield League," with attractive buttons and pledge cards.

Interdenominationally there are the "White Ribbon Club," the W. C. T. U. Y's, and the Frances E. Willard Circle (write National Woman's Christian Temperance Union, Evanston, Illinois).

The Loyal Temperance Legion for Juniors and Seniors has long been established (write for manual to Ruby I. Gilbert, Silversmiths Building, Chicago, Illinois).

The Committee on Organizations should cooperate with the Temperance Committee in promoting these organizations.

3. Organizations for Boys

The organizations here suggested are varied in character. They must be studied to see if they fit the local

need. Only a brief outline of each organization can be given here. Fuller information can be obtained from the headquarters of the several organizations, from the Sunday School and the Teens (Alexander), and from Through-the-Week Activities for Teen Age Organized Bible Classes (International Sunday School Association).

(a) The Brotherhood of Saint Andrew. This is a denominational organization of the Protestant Episcopal Church, with a Junior and a Senior Department. Its object is thus stated: "Its sole object is the spread of Christ's kingdom among boys." It has a rule of prayer and a rule of service. Its ages are from twelve to twenty. Headquarters: Broad Exchange Building, Boston, Mass.

(b) Junior Brotherhood of Andrew and Philip. An interdenominational organization for Junior and Intermediate boys, similar to the Junior Department of the Brotherhood of Saint Andrew. "Its object shall be to extend Christ's kingdom among the youth." Athletics and social diversions are supplemental to its main objects of daily prayer for others and daily service in seeking to win others for the church. Headquarters: Hale Building, Chestnut Street, Philadelphia, Pennsylvania.

(c) Knights of King Arthur. An interdenominational organization for boys twelve to fifteen years of age, centering about the legend of King Arthur and his court. There are three degrees, namely, page, esquire, knight, each standing for distinct attainments. There are a watchword and regalia. Church member-

ship is the final goal. Headquarters: The Knights of King Arthur, 171 Taylor Avenue, Detroit, Michigan.

(d) Kappa Sigma Pi, or Knights of Saint Paul. An organization for boys ten years old and above, closely akin in general form to the Knights of King Arthur. It takes Saint Paul as the hero, and has three degrees: the Order of Jerusalem, the Order of Damascus, and the Order of Rome. It emphasizes Bible study, Christian confession, Chautauqua boys' work, and summer camps. Headquarters: Kappa Sigma Pi, 224 Fourth Avenue, Cincinnati, Ohio.

(e) Knights of the Holy Grail. This organization is for boys nine years of age and over, with the three ranks of page, esquire, knight. The ritual centers about the loss and recovery of the Holy Grail. The object is to promote piety, friendship, and fraternity among young men, and loyalty to Christ and the church. The organization fosters the development of body, mind, and spirit. Headquarters: Tipton, Indiana.

(f) The Order of Sir Galahad. A department of the Knights of King Arthur arranged for boys and young men, especially of the Episcopal Church. It has three degrees: those of page, esquire, and knight. It encourages loyalty to one's better self, to the home, church, and country. It includes in its activities camps, athletics, lectures. Headquarters: 171 Taylor Avenue, Detroit, Michigan.

(g) Knights of Methodism. A denominational organization centering around the life of Daniel, for boys nine to twenty years of age. The three orders are the Loyal Princes, Victors, and Lion-Hearted,

with the usual regalia. "It purposes to bring its members to a personal confession of Christ and to train them to complete Christian character." The plans include Bible study and the usual activities. Headquarters: Methodist Board of Sunday Schools, 58 East Washington Street, Chicago, Illinois.

(h) United Boys' Brigades of America. A military organization connected with church or Sunday school. It has a strong pledge. It can include athletics, social activities, Bible training, and missions. Its object is "The advancement of Christ's kingdom among the boys, and the promotion of habits of obedience, discipline, and self-respect and all that tends toward true Christian manliness." National Headquarters: 22 East 21st Street, New York city.

(i) The Boy Scouts of America. An interdenominational and nonsectarian organization for boys and young men. "The aim of the Boy Scouts is to supplement the various existing educational agencies and to promote the ability in boys to do things for themselves and others." There are twelve scout laws and a pledge. Three classes of scouts are provided for: the tenderfoot, second-class scout, and first-class scout. Loyalty to God, country, and one's religious duties is emphasized. Headquarters: The Boy Scouts of America, 200 Fifth Avenue, New York city.

(j) The Woodcraft Indians or Seton Indians. This organization promotes interest in woodcraft and out-of-door life. It is based on the tribal or Indian form of life. Three classes of honors are provided for: Red Honors, for deeds of heroism and athletics: White

Honors, for deeds of campcraft; Blue Honors, for nature study. Headquarters: Cos Cob, Connecticut.

(k) Sons of Daniel Boone or the Boy Pioneers. This organization aims to promote outdoor life, preserve American traditions, and to protect the forests and game. It is for boys under twenty-one years of age. The pledge includes eight articles. Headquarters: Flushing, Long Island, New York.

(l) The Boy Trust. An organization with three degrees: The Outer Circle, the Middle Circle, and the Inner Circle, and promoting clean living, church membership and Christian service. It is based, as to form, upon the United States Congress, each member representing a State. Headquarters: 1428 Carrollton Street, New Orleans, Louisiana.

4. Organizations for Girls

(a) Queens of Avilion. This organization corresponds to the Knights of King Arthur. It is for girls of adolescent years. Its object is "to cultivate Christian womanhood among its members and to render Christian service in the world." The three degrees are: Pilgrim, Lady, and Queen. Its plans may include social, literary, benevolent, and mission work, as well as the cultivation of home tasks and womanly deportment. Headquarters: Knights of King Arthur, Taylor and Third Avenue, Detroit, Michigan.

(b) Girls' Friendly Society in America. This is an organization confined to the Protestant Episcopal Church, to promote the association of girls and young women for mutual help and protection. It is akin to

the Big Brother movement. Headquarters: Church Mission House, 281 Fourth Avenue, New York city.

(c) Bethany Girls. An inspirational organization promoting Christian life and service. It has a covenant and a badge. It is interdenominational. Headquarters: 510 Masonic Temple Building, Chicago, Illinois. Miss Lois Lawrance, secretary.

(d) Girl Pioneers of America. This organization aims to develop courage, uprightness, resourcefulness, health, usefulness, wholesome character. It has a pledge covering truth, honesty, and obedience. There are three classes for which a girl may qualify. Headquarters: Flushing, Long Island, New York. Address, Miss Lina Beard.

(e) Camp Fire Girls. This organization for girls corresponds to the Boy Scout movement for boys. While not limited as to age, it is best adapted to teen-age girls. Its purpose is "To add the beauty of organization and the charm of romance to work, health, and play." It is interdenominational. The three ranks are: wood-gatherer, fire-maker, and torch-bearer. The leader of the local camp fire is Guardian. Honors are awarded for proficiency in seven crafts. Headquarters: 118 East 28th Street, New York city.

5. Organizations for Boys and Girls

(a) The Covenanters and Miriams. These organizations are connected with the Presbyterian Church, South. The membership limit is eight to sixteen years of age. The aim is religious and is expressed through committees on Bible study, Christian culture, prayer,

stewardship, missions, extension, Sunday school, social work, and personal work. Headquarters: Presbyterian Committee of Publication, Richmond, Virginia.

(b) The International Order of King's Daughters and Sons. This is for both Juniors and Seniors. The requirements are loyalty to Christ and allegiance to the aims of the International Order. The watchword of the order is "In His Name." The work of the circle is elastic in scope, depending upon community needs. Headquarters: 156 Fifth Avenue, New York city.

6. Other Organizations

(a) Knights of the Silver Cross. Connected with the White Cross Purity Society, 224 Waverley Place, New York city.

(b) Church Attendance League. Headquarters: 131 Witherspoon Building, Philadelphia, Pennsylvania.

(c) Anti-Cigarette League of America. Headquarters: 1119 Woman's Temple, Chicago, Illinois.

(d) Brotherhood of David. Headquarters: Dr. Byron W. Forbush, 1714 Chestnut Street, Philadelphia, Pennsylvania.

(e) Captains of Ten. Headquarters: Miss McKenzie, Cambridge, Massachusetts.

(f) National We Boys Society, First Methodist Episcopal Sunday School, Los Angeles, California.

III. Practice Work

Organize some one of the organizations mentioned

in this chapter in your own church or in some other church.

IV. Thesis

Outline a plan of effective organizations for the local Sunday school.

CHAPTER XXIX

THE COMMITTEE ON SPECIAL DAYS

I. Books for Study and Reading

1. *Required Book on Sunday School Organization.* One of the books named in Chapter I, page 10.

2. *Specialization Books.* One of the following:

Special Days in the Sunday School. Lawrance.
The Superintendent and His Work. Chapter XVII. Brown. 50 cents; postage, 5 cents.

3. *Additional Material:*

Special Days in the Sunday School. Sutherland. 10 cents.

Aids to Special Day Programs:

Inspiring Recitations. Loehr. 50 cents.
Paramount Sunday School Recitations. Loehr. 30 cents.
Fernland Sunday School Recitations. Best. 20 cents.
Recitations and Dialogues for Special Days in the Sunday School. Westminster Press. 30 cents.
Special Songs and Services, Nos. 1 and 2. Kennedy. 35 cents.

THE special days of the school year are more than anniversaries of landmarks. They are opportunities for increasing the enthusiasm and attendance of scholars, interesting the home, attracting the non-attendant, advertising the school, brightening the school year, keeping anticipation alive, varying the school program, and broadening out the objectives of

the school toward those things for which these days stand.

The opportunity of these special days is so great that their observance should not be left to sudden and haphazard preparation. The school must keep its reputation for good work high. A careful committee can give the superintendent great assistance by a thorough study of these days and by gathering long in advance the material necessary to success.

Usually some special offering is taken on these special days for a denominational or other benevolent object. Envelopes should be made ready and the object of the giving explained in an attractive way.

The Bible lesson should not be crowded out by these special-day programs.

Only brief suggestions concerning these days can be made here. The specialization book will give fuller plans.

II. Method Material

1. The Special Days Committee

This committee should represent each department of the school. The committee should prepare a scrapbook with sufficient space for material for each of the special days. This material can be obtained from denominational programs, denominational Sunday school papers, from such issues as The Sunday School Times (Philadelphia) and the Sunday School Executive (Elgin, Illinois), and from correspondence with other Sunday schools. This should be added to constantly. Copies of the programs of the school days

should be preserved in the appropriate section so as to avoid program repetition.

The committee is to plan floral, flag, bunting, or tissue decorations in harmony with the day. Some of the days call for the floral or badge decoration of the scholars or visitors.

The committee should see that the plans are given full advertising through the Publicity Committee.

2. Easter Sunday

(a) Pastor and superintendent may unite in sending to each Sunday school home an Easter poem or message. Easter is often observed as a great missionary rally because of what the Easter message means to all the world.

(b) Classes should be encouraged to bring in for Easter a potted plant, designated for some one sick or shut-in. These may be grown from lily or hyacinth bulbs distributed to the scholars by the school some weeks in advance of the day, for purposes of decoration and gifts. The school homes where sorrow has come during the year should be specially remembered, as well as the sick in the general hospital or other public institutions. Where Easter lilies are not available for decoration, the room may be decorated with green runners and crepe lilies.

(c) As a souvenir of the day the school may present each scholar with a bulb, geranium slip, or nasturtium or pansy seeds, the flowers to be brought in for decoration at a later time. Pressed flowers from Palestine on cards, or cards specially decorated with Easter

designs by a group of the school's young people, bearing the Easter date and a greeting, would be an attractive gift.

(d) The missionary program furnished by the mission boards may be used. The Easter songs will be sung, nature's teachings as to the resurrection, and the resurrection in contrast with the teaching of other religions, may be emphasized.

3. Children's Day

(a) This is usually observed the second Sunday of June. It is sometimes observed as Promotion Day. One of the church services should emphasize it by a special talk from the pastor to the children and special part by the scholars in song or recitation. Baptism of children is made a special feature of the day.

(b) The decorations will consist of flowers, arches, and floral bowers, crepe roses and vines. Birds and pictures of happy children should be about.

(c) It should be a day of service by the children for other children. The committee should secure lists of children in nearby or distant orphanages, nurseries, and hospitals, and the children can send souvenir postals or flowers to these.

While the day is sometimes observed as Flag Day, we shall refer to this under Memorial Day.

4. Rally Day

(a) Plans. Usually observed the last Sunday in September or the first few Sundays in October as the

day for the rallying of school forces, ingathering of members, and sounding the note of a strong advance.

The decorations are usually in flags, banners, autumn leaves, or branches, or goldenrod.

The invitations will partake of the character of the day's program, which should be built about a Rally Day theme or idea. Special notice is given the scholar by a unique invitation, the teacher's effort for a hundred-per-cent attendance, and the public press. The superintendent should put into his message to teacher and scholar his best.

(b) Notices and Program. The denominational Sunday School Board usually furnishes an attractive program for the day, which is used in connection with the school's offering for the board. Where such a program is not used, or even in connection with it, one of the following plans may be suggestive:

The *telegram* notice—on a Sunday school telegram form, notifying of Rally Day in brief terms and urging attendance.

The *subpœna* form—as a summons, showing cause why the scholar is not present.

Train and station plan—urging all to be aboard the train, each car a department, making certain stations.

Rally Days of Bible—under Moses, Joshua, Solomon, Ezra, disciples, around the throne.

Mobilization Day—as a squadron or a regiment of the Sunday school army, with terms, songs, and decorations to correspond.

Musical Day—music in Old Testament, New Testament, Heaven.

Camp Fire Reunion—using terms applying to Indian life.

Home-coming Time—with the thought of the home circle dominant.

Addition Day—using the plus sign and urging increase of attendance, new members, consecration, service.

(c) Consecration. The day sometimes follows a Rally Week where a day is given to each department for social rally. But at the beginning of the fall work of the school it is important that the officers and teachers meet in prayer. Some churches make the service on Rally Day morning a Consecration service for the officers and teachers, who are seated in a body. After an earnest message from the pastor upon their work, they come forward for consecration and prayer.

The scholars too are given the opportunity for enrollment for a Forward Movement by indicating on a card, which presents a varied choice of service, the thing they will pledge to do for Christ and the school in the year beyond Rally Day, such as teaching, leading a meeting, joining the church.

(d) Ingathering and Follow-up. The day should be used by the pastor, not simply to enthuse present school members, but to secure the card pledge of each church member to Sunday school membership.

"Every member bring a member" should be the school slogan, for Cradle Roll, Home, or other departments of the school.

The absentees on Rally Day should be promptly followed up.

5. Christmas

This great day does not have to depend upon a mythical Santa Claus for its incentive and program. The Sunday school should not allow Santa Claus to take the place of Christ.

The decoration possibilities are rich with the use of holly, evergreens, Christmas tree, crepe paper bells, mica, popcorn.

The program can include the Christmas story, "Origin of Christmas," "Lands without Christmas," recitation of such stories as "The Story of a Christmas Dollar" (Riis), "The Other Wise Man" (Van Dyke), "The Birds' Christmas Carol" (Wiggins), "A Christmas Carol" (Dickens). "A Christmas Pageant" (E. C. Knapp, Spokane, Washington) may be presented or "A White Christmas" (Meigs). The old Christmas songs should be given a place. In addition to the large variety of Christmas cantatas, helps in Christmas recitations may be obtained from Christmas Entertainments (Alice M. Kellogg, 25 cents), Christmas Festival Service for Kindergarten and Sunday School (Nora Smith, 25 cents). The Christmas Treasury (Lorenz, 15 cents).

6. Patriotic Days

For all of these days the committee will decorate with flags and bunting.

(a) Lincoln's Birthday. A picture of Lincoln should be draped. Several of his sayings should be painted by a school artist and put on the walls of the room.

The program may include some of Lincoln's Bible and temperance statements, his Gettysburg Address, his favorite poem, "O why should the spirit of mortal be proud?" his favorite song, "My Mission"; Lowell's "The Martyr Chief"; quotations from his works and from addresses concerning him.

(b) Washington's Birthday Sunday. His Farewell Address should be read in part at least, as a basis for impressing the value of religion and the Bible and what these have meant in our country's development. Washington's own boyhood offers an opportunity to bring out the finest strains of character in "obedience, self-control, improvement of opportunities, reverence, and willing service to God and man," his "moral as well as physical courage," and the "grand old virtues of modesty, simplicity, purity of heart and mind, dignity, propriety, and truth."

(c) Memorial Day Sunday. If possible, secure the presence in the school of some veteran of the war. The program will, of course, deal with reverence for the past, gratitude for the deeds of our dead. It should include a pledge to maintain and pass on our inheritance of right living. Israel's memorial altars, the Gettysburg Address, and patriotic songs may assist in the program. The school should decorate the graves of the school's dead as well as the national dead. The flags should be at half-mast.

(d) Fourth of July Sunday. On Independence Day the school should think of the blessings of our independence, and the things which still enslave our nation. There should be a challenge to our youth to fight in-

temperance, vice, corruption, greed. Invite to the Sunday school new immigrants in the neighborhood or the children of immigrants for this Sunday, for Fourth of July is becoming increasingly a day to initiate our new citizens into the spirit and ideals of our republic. These citizens should know that piety and patriotism are twin virtues.

(e) Thanksgiving Sunday. On the Sunday before or after Thanksgiving the day should be observed. Fruits and vegetables should be brought the previous day by scholars, to permit of their tasteful arrangement for Sunday. Red apples, pumpkins, cornstalks, green and yellow crepe paper, will make attractive decorations. These gifts may go to the poor and to institutions.

The President's proclamation should be read and the historical setting of the day brought out in recitation and statement. Other program suggestions are: old time Thanksgiving customs, Feast of Tabernacles (Psalms 104 and 147), recitation of "thanks" verses by scholars or classes, story of Ruth, songs of praise, national song and doxology. Classes can recite appropriate psalms such as 84, 87, 92, 95, 98.

7. Mothers' or Parents' Day

This day, the second Sunday of May, originated with Miss Anna Jarvis, of Philadelphia. It gives opportunity for the superintendent to send cordial invitation to the mothers and fathers. A white carnation is worn in honor of mother and a letter written to her if

distant. The committee should pin white carnations on the visiting mothers. The program recognizes motherhood in song, Scripture recitations, and quotation. There are special printed services of the day available.

8. Home Department Day

On this day all of the members of the Home Department are invited and honored. The Home Department report is read. The Bible in the home is the best topic for the day. Quotations from great men about the influence of the Bible and family prayer will be good material for the day.

9. Palm Sunday

Palms should decorate the room. The story of Christ's entrance into Jerusalem will be read and "The Palms" sung. Christ as King is the theme. Palm Sunday is a good Decision Day on which the scholars shall be urged to make and acknowledge Christ as their King.

10. Installation Day

This day, for the annual installation of all officers and teachers or for the recognition of new officers or new teachers, dignifies the task of the workers. A form of such service will be found in the New Methodist Sunday School Hymnal.

11. Graduation or Promotion Day

This annual affair should have careful preparation.

It is an important day in the scholar's life. The day is ordinarily Children's Day, or Rally Day, or one of the Sundays succeeding. A church service is sometimes employed for the exercises. The suggestions for program can be found in Chapter XIII. The Special Days Committee should cooperate with those charged with the promotions to make the day an outstanding one.

12. Anniversary Day

In many communities the Brooklyn idea has been followed, of an annual parade of all the Sunday schools with banners, bands, and the review by prominent officials. Exercises in the school precede the march and cake and cream are served after the return. A Saturday, or some other day shortly after the first of June, is selected. This event becomes a very popular one in the community, unifies the schools, and dignifies the cause.

13. Round-Up Sunday

One Sunday, usually in the spring or early summer, is observed in many schools as a Round-Up Day. Every class is put on its mettle for a perfect round-up of every absentee. Sometimes the young men take charge of the exercises as a Scholars' Day. The school banners and class and organization pennants should decorate the rooms, a school song should be sung, and the school motto repeated. It is a day to inspire school loyalty and promote school spirit.

III. Practice Work

Carry out a plan of decoration for one of the important special days.

IV. Thesis

Write a model plan for one of the special days of the school, including a scheme of decoration.

CHAPTER XXX

THE VISITING COMMITTEE

I. Books for Study and Reading

1. *Required Book on Sunday School Organization.* One of the books named in Chapter I, page 10.

2. *Specialization Books.* One of the following:

The Sunday School and the Home. Brown. 25 cents.
Leaflets on Community Visitation. International Sunday School Association.

3. *Additional Material:*

The Recovery of the Home. Thwing. 10 cents.

II. Method Material

1. The Visiting Committee

This committee is, with the teacher, the living point of contact between the school and the home and neighborhood. It is the outreaching arm of the Sunday school as well as its feet, hands, and heart.

Its work does not conflict with that of the Home Department visitors.

The pastor should be a member of this committee, as its work is closely linked with his.

2. General Neighborhood or City Canvass

Under the guidance of the International and State

Sunday School Associations, the plan of local and city visitation and canvass in the interest of all the churches and Sunday schools of a place has become quite general and fruitful. The plan is carried out under a committee composed of denominational representatives. It involves organization for the visitation of every home in the city or community within one day, the exchange of reports, and the reference to each denomination for follow-up work, of the families which have suggested preference for a particular church or denomination.

A card of invitation is left at each home reading:

We come to-day with a cordial invitation to you from every Sunday school and church in this community. If you attend the services in the church and Sunday school of your church regularly, all extend greetings; if you do not, all join in a most earnest request that you do so. We want to assure you a hearty welcome.

This invitation is signed, "In behalf of all churches and Sunday schools in the community."

The effect of this united effort is usually a large ingathering into churches and Sunday schools. Much depends upon the tact and persistence of the follow-up work, which, with the original visitations, falls upon the local Visiting Committee, which may call in additional aid as required by the extent of the work.

3. Visitation by the Local School

It may be found necessary for a school to carry out a neighborhood visitation, where other churches or Sunday schools cannot be brought into cooperation or

where the school stands alone in the neighborhood. The natural sphere of the school should be marked out in that event, and cards prepared which shall show the names of each one in the family and the age or department to which each will naturally be related. The neighborhood will then be districted and visited. The cards, when filled out, will be returned to the committee, assorted, and assigned for follow-up visitation to the pastor, visitors, superintendents of the departments or adult classes, according to case.

4. District Visitor

The committee, in conference with the superintendent, should plan for a District Visitor who shall be responsible for any special calling required in the district in which they live. This District Visitor may be a teacher, a member of the school, or a Home Department visitor or member, who will visit or report upon new families moving into the district. Where the neighborhood is a small one the Visiting Committee may be able to handle this without the plan of District Visitors or the committee members may each become responsible for a district.

When a scholar joins the school the secretary or Visiting Committee should send a card to the District Visitor showing name, address, and school class or department of the new scholar. The visitor is to call at the home, invite the family to Sunday school and church attendance, leave a card of general invitation, and report on the back of the name card any facts of interest as to the different members of the family for

follow-up. This makes an immediate point of contact with the new family.

The District Visitor may also call upon school absentees, where this service is not performed by the teacher or the Visiting Committee.

5. Calling upon the School Membership

Where the Visiting Committee can command the time a profitable thing is to call upon the entire school membership. This is not so difficult a task. A card index should be kept of the school families, by streets, if in cities, and these cards should each show the name of the scholars who are members, their departments, and, if possible, information as to the other members of the family, obtained through the District Visitor. A bunch of these cards can be taken by each visitor, and five to ten homes covered, in an average neighborhood, in an afternoon. These visits will glean much valuable information as to the home, and establish a cordial relation with the school. In some cases it will be possible to leave helpful literature and to pray with the mother, for the chidren, school, and home. And often this visit and prayer may start the home back on a neglected track of church attendance. By the visitor's suggestion, family worship may be started in the home for the sake of its influence upon children and parents.

Members for the Cradle Roll and Home Department can be secured on these visits, and even for membership in the church. Rarely will these calls be objected to if made in the right spirit, with the child as a link.

6. Calling upon the Absentee

Many schools have an Absentee Secretary, whose duty is to note absences and after two weeks to send a card, during the school session, to the teacher, asking for visitation and immediate report upon the absent scholar. If the teacher is for any reason unable to visit the scholar the coming week, the card is returned the same Sunday and referred to the Visiting Committee of the department or school for visitation and report.

In one large school, if a scholar is absent one Sunday a postcard is sent to the scholar by the school, noting the absence and asking that the school be advised if the scholar is sick. After two Sundays' absence the teacher or the Visiting Committee is requested to visit. It goes without saying that the percentage of absentees in this school is small.

7. Teachers' General Visitation

It is sometimes a good plan, especially in the fall, for a date to be set, before which time each teacher shall visit every member of the class. In any such plan there will be found teachers who for a good reason cannot personally get to the home. In that case the Visiting Committee should fill in the gap.

8. The Pastor's Visitation

As a member of the Visiting Committee the pastor should make it a point to carry with him school membership cards, in order to enroll all of the church

family in some department of the school. There will be many cases growing out of the visitation of families outside of the church membership that will be referred to him by the committee, or that he may refer to the committee for special visitation.

9. Visiting the Sick and Shut-ins

In addition to the visit of the teacher there will be many cases of the school sick, where the call of the Visiting Committee will be a great blessing and the gifts of flowers or comforts in the name of the school will be a never-to-be-forgotten experience.

The committee has too a special mission to these homes in times of sorrow, or where the Home Department shut-ins may need the touch of the school in addition to the quarterly visit of the Home Department Visitor.

III. Practice Work

The Visiting Committee candidate should make a canvass of a district covering at least fifty families if in the city, or ten if in the country, and analyze and follow up the results.

IV. Thesis

This will be a plan for effective visitation of the school homes and neighborhood surrounding the local Sunday school.

CHAPTER XXXI

THE COMMITTEE ON PARENTS' WORK

I. Books for Study and Reading

1. *Required Book on Sunday School Organization.* One of the books named in Chapter I, page 10.

2. *Specialization Books.* One of the following:

The Sunday School at Work; Chapter on Parents' Department. Faris. $1.25.
The Parents' Department of the Sunday School. St. John.
Plans and Programs for Mothers' Associations. Heath. Sunday School Times Company. 5 cents.
A List of Selected Books for Mothers' Associations. Russell. 10 cents.

3. *Additional Material:*

The Sunday School and the Home. Brown. 25 cents.
Home Training in Religion. McKinney. 10 cents.
Home Department and Family Worship Pamphlets. International Sunday School Association.
Religion in the Home. Wright. 28 cents.
The Training of Children in Religion. Hodges. $1.50.
A Selection of Prayers for Children. Dietz. 5 cents.
Religious Education in the Home. Folsom. 75 cents.
The Home as the School for Social Living. Cope. 10 cents.
The Recovery of the Home. Twing. 10 cents.
The Child in the Normal Home. McCrimmon. 15 cents.

THE service rendered the home and the school by this committee is different from that of the Home

Department, although it may reach in its work some Home Department members.

The ideal plan is a parents' department which shall cover the entire range of work with parents, including home Bible study, parents' classes in the Sunday school, mothers' and fathers' associations or clubs, family worship at home and in the family pew on Sunday. Such a plan would aim to enlist every parent in some department or class or association, so that parents and school shall be effectively linked up for their mutual service to each other and to the children.

As the Home Department is already established with the distinct field of the home study of the Bible by those unable to attend the session, whether parents or not, the school organization, for the present, must provide for this department. But there remains a large and clear field for parents' work, untouched by this department.

The importance of the work of this committee is manifest as we remember that home and Sunday school should be one in the great purpose of character training of young people through Bible study, environment, and Christian example. Complete results are not possible without this cooperation.

II. Method Material

1. The Committee

The members of the committee need not necessarily be parents. A vision of the task is needed, with tact, persistence, and some skill in organization.

The committee should seek to attach the home to the Sunday school through parents' classes in the school, conferences, socials, mothers' or parents' associations or clubs.

2. List of Parents

The committee should secure a complete list of the parents and their addresses. Against each name should be checked whether attached to the school as member of the Home Department, parents' class, or teacher, and whether a member of the church.

Those unattached to the Sunday school in some way should be visited in a campaign of home enlistment, promoted by the committee in cooperation with the School Visiting Committee. If non-Christian parents will not enlist for Bible study, they will doubtless be willing to relate themselves to a mothers' or parents' association.

After an analysis of the conditions in the home, the committee may hand some of these names to the Adult classes for further visitation and invitation.

3. Parents' Classes

The best way to promote these is to make a direct bid for the men for a men's or fathers' organized class. Such classes, with the right leaders, are growing fast all over the country.

Mothers' classes can be easily organized by beginning with the mothers of the youngest children, for these mothers usually accompany the children to the Sunday school. If there is a good Beginners' or

Primary class, mothers usually like to come to hear the teaching and watch the exercises. In one school the mothers of the Beginners were organized into a class, meeting for the lesson in a part of the Beginners' room. When the children were promoted to the Primary the mothers went forward with them and formed a class in the Primary room, and a new class of Beginners' mothers was started. Now there is a Cradle Roll mothers' class in that school, and one of Beginners, of Primary, and of Junior children. These classes are organized classes with name, motto, colors, committees, and monthly meeting, and they do an enormous amount of benevolent work for other mothers, nurseries, etc. A class of fathers of the Beginners has been organized and is growing, for the men frequently come with the mothers and children.

Mixed classes of the younger parents are a success. A Chicago school has one organized class of seventy-five such parents. The children are in the school, or, if babies, are taken care of during the session in the school nursery.

4. Mothers' or Parents' Associations

Such associations have a recognized place as a co-operative influence in public school work. They are an invaluable factor in Sunday school work.

For over fifteen years they have been in active operation in the Sunday school. Mrs. W. F. Heath did a large work in initiating this work in Brooklyn Sunday schools. Mrs. Isaac F. Russell has greatly promoted the movement. The pamphlets written by

these ladies, under "Specialization," are of great value in the array of material and tested plans for these associations.

Sometimes these associations are organized by school departments, such as the "Mothers' Association of the Primary Department." As the problems of the younger children are largely the same, it will be found advisable in most schools to organize the mothers of children of the Cradle Roll, Beginners' and Primary Departments into one association to start with, and then later to include other departments, or to form additional organizations for them as the conditions require. The problems of the Junior child and of adolescence would seem to require separate attention.

Membership fees are not always desirable. An offering is ordinarily sufficient to cover refreshments, cost of new books for the mothers' library, and other expenses. A form of constitution is suggested in Mrs. Heath's leaflet. Committees should be planned for, covering program, hospitality, education, membership, service.

The time of the meetings is a matter for local arrangement. In the city, with busy mothers, a monthly meeting in the evening is desirable. Sometimes a weekly afternoon meeting of the mothers is possible, where the mothers can bring their sewing and listen while one of the members reads a chapter from a book on mothers' work. This chapter can then be discussed. Or the mothers in turn can read a chapter in some book of a story character.

For the evening meetings a topic can be selected in advance and presented and discussed. These should be arranged for a season. The following topics are suggestive as possibilities: "Confidence between Children and Parents," "Sunday Amusements," "Religious Training of Children," "Should Mothers Urge Their Children to Join the Church?" "Bedtime Hour and Cradle Songs," "Books in the Home and How to Use Them," "Cooperation in the Lesson." There should be some musical feature, a reading, a general game, and simple refreshments. A splendid list of programs is given in Mrs. Heath's leaflet.

These meetings furnish a fine opportunity to pastor, superintendent, and teachers to come into personal touch with the parents.

Where the fathers are not directly joined in the association there should be one or two meetings a season to which they shall be specially invited.

5. Parents' Libraries

No finer service can be rendered than to keep in circulation among parents a well-selected library of books for the home. Space cannot be taken here for a list of these, but in the pamphlets by Mrs. Heath and Mrs. Russell will be found a complete list. These libraries can be purchased monthly from the offerings at the parents' meetings or by a direct school appropriation. Some magazines for mothers and the home can be subscribed for and kept in circulation, such as Woman's Home Companion, Mothers' Magazine (David C. Cook Publishing Co., Elgin, Illinois),

Ladies' Home Journal, Good Housekeeping, John Martin's Book (John Martin's House, Garden City, Long Island, New York).

These books and magazines can be taken by the mothers at the weekly or monthly gathering or sent to the homes as requested, through the "Sunshine Band." The committee should appoint one of its number as librarian.

Some books from the list suggested under Purity Committee should have a place in this library.

6. Church Attendance of Parents

In cooperation with the pastor, the committee should plan to encourage this. In one church the parents come to church with the young children, and these are cared for in a church nursery during the service, by a teacher from the Beginners' or Primary Department if the children belong to these departments.

7. Conferences and Socials

The committee should plan several general parents' conferences and socials, or combine the two features in one gathering, to take up the broader plans of school and home cooperation. An exhibit of the handwork of the scholars may be made, and the school's aims and methods explained. Where there are department socials there is opportunity for the presentation of special department problems in which home cooperation is desired. The scholars in some cases may take part in the program. The invitations to these affairs should be carefully prepared.

8. School Anniversaries and Special Days

These are choice occasions for the committee to welcome and introduce parents and promote a cordial relationship.

III. Practice Work

In cooperation with a department or school superintendent, carry through a conference and social meeting of the parents, or organize a mothers' association.

IV. Thesis

Outline an effective plan for a worthy parents' work for the local school.

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